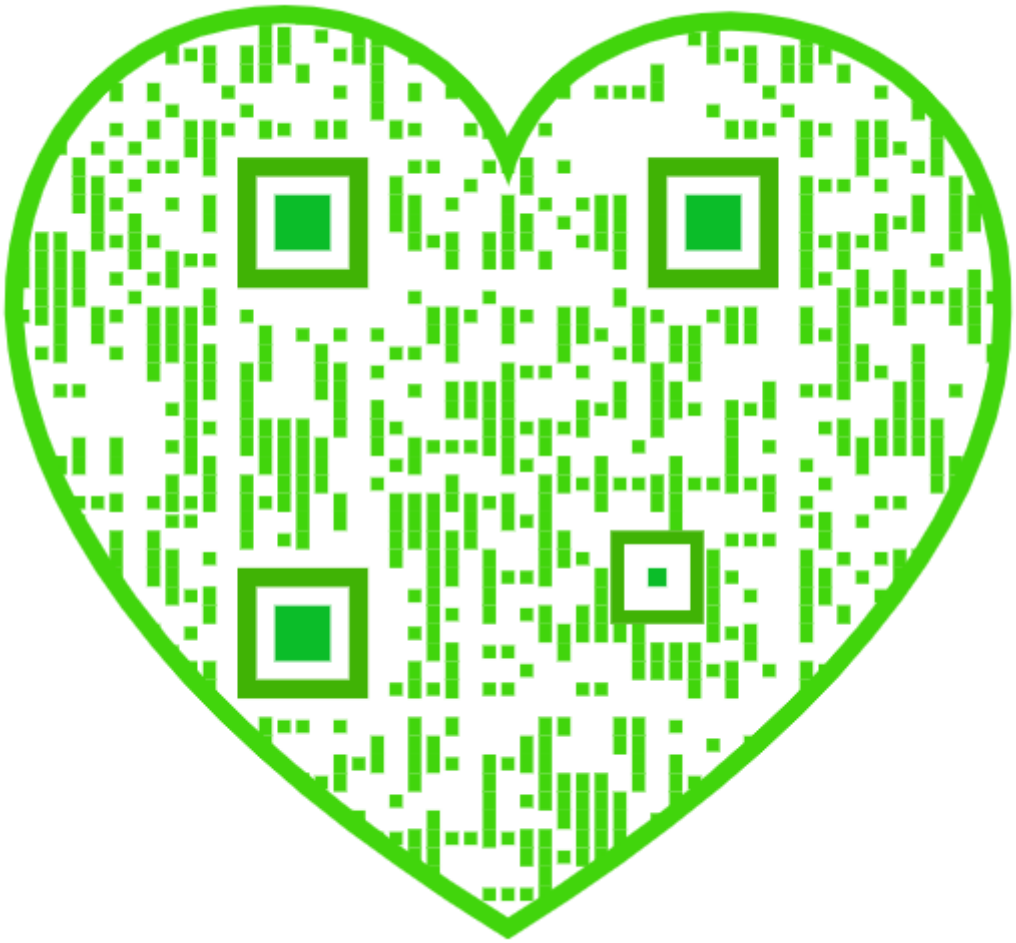

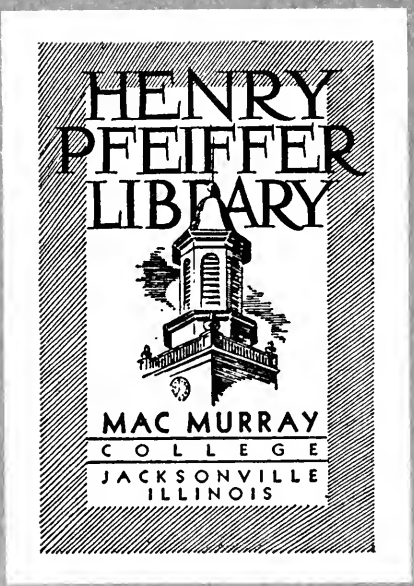
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Playgrounds

Build for the New Era

THE production of things in great abundance, in the era just ended, was thought essential to happiness.

So we rushed and hurried in our manufacture of things. We produced in such abundance that we cared not for waste. We were swept along in a great carnival of wasting things easily produced.

Now we see that "enduring satisfactions" are not mainly dependent upon having many things—in great quantity.

We are turned back upon ourselves — whether our capital resources be great or small; we are turned back on what is within us—upon our own skills, our own capacities, upon what we can *do* rather than upon what we have or possess.

The playground is primarily a place for developing power to *do*. Swimming, skating, running, playing games, acting, singing, making kites, model airplanes, observing nature, are not dependent on costly external materials but rather upon power to do, upon individual skill.

Helping the individual child to do well and happily what he most wants to do now and will want to do later—is preeminently the task of the playground.

So in this changing from the old industrial era of over-production of things to the new era in which there is to be thought for the consumer—for living, for culture—we turn more than before to the playgrounds and the play leaders.

We think, what is it that men, women, children most like to *do* when they are free to do what they please, what activity gives the most "enduring satisfaction," what is the minimum of facilities needed, but even more, what is the practice under leadership that will give a degree of mastery, of achievement, that will make possible the maximum of satisfaction?

We turn to the playground as a means of fitting children through their own happy activities to acquire habits of "living" every day, every week, every year, habits that not only give skill and self-control for a future always ahead, but which right in the present at very low cost give within themselves power for life eternal, vital living, for keeping young.

Mastery over living may in considerable measure be independent of what one possesses outside oneself—if one has been led from childhood to develop enough within. The development of activity, skills, power, vitality within is the preeminent task of the one who leads children in their play.

More and more in the new era play leaders and parents will work together in doing just this—making to children the greatest possible gift—the gift of the power to have the center of one's own doing, one's own living, and one's control within and not without oneself.

HOWARD BRAUCHER.

20282

Now That April's Here!

H. Armstrong Roberts

Pets! Having a pet of his own seems a part of the birthright of every child, and playgrounds are doing much to foster the love of children for animals and their interest in them and their proper care through annual pet shows. Now comes the season when plans for summer programs are under way. You are, of course, remembering the children's friends!

Popular Playground Projects

There was no single activity more popular on last summer's playgrounds than handcraft in all its forms.

Before you make your plans for the coming summer, take a tour with us to some of America's playgrounds.

EVERY playground program is built on activities which have proved successful somewhere! And so a brief survey of a few of the activities which in one city or another helped make last summer's playgrounds interesting may point the way to added successes during the coming summer.

Making Facilities Known

First of all there is the problem of making facilities known to the public and at the present time of depression, when many more people are turning to the municipal recreation program, this is important. Last year the Board of Park Commissioners of Seattle, Washington, met the problem by carrying on a Playground Week Campaign at the beginning of the season to acquaint the public with the extensive facilities available. The radio was widely used, while motor car placards urged parents to send their children to playgrounds and bathing beaches where leadership was provided. There was much publicity in the local newspaper, the *Post Intelligencer* publishing a complete list of the playfields with their locations.

Use your local press to make known the names and addresses of the play centers. Place posters in store windows and in all the places where the unemployed congregate. Through every possible channel broadcast invitations to come to the playgrounds.

A Traveling Theatre That's Different

A popular feature of community nights in Salem, Massachusetts, last summer was eleven plays sponsored in each of the neighborhoods of the playgrounds maintained by the Bureau of Park Commissioners. The plays were presented on a specially designed traveling stage, a very unique structure, built on an obsolete horse-drawn hook and ladder truck. The scenery consists of one stationary set painted in oil upon unbleached cotton and nailed firmly to the stage. The design is serviceable for both interiors and exteriors,

being finished in dark green and neutral. The portable stage is 28′ long, 14′ wide and 14′ high. There are side and rear entrances, dressing rooms, proscenium and footlights.

On each of the community nights the program was the same with singing games by the playground children in a circle on the grass, a performance by the percussion ensemble with victrola accompaniment given on the stage, a Punch and Judy show, using puppets made by the playground children, a special play for each ground, and local talent in dance or vocal numbers. Audiences for these performances were large and responsive and all the features won great favor.

You may never have another chance to go back-stage and see how it's done!

A special class in puppet making was conducted throughout the summer to instruct children in the art of puppetry. Plasterline was used to mold the heads of such characters as Black Sambo, Punch and Judy, and Old Lady Witch. Plaster was poured over these molds and allowed to harden. The plaster was then removed and an impression left in these plaster molds. The children then dressed the characters and conducted Punch and Judy shows on their playgrounds.

Puppet Shows That Go About

Traveling theatres, such as Salem's popular portable stage, have delighted large audiences in a number of cities. And now comes the "perambulating" puppet show, an innovation last summer in Philadelphia where it traveled through the streets of crowded tenement districts. A portable collapsible stage, 6 feet high, was used. With its green velvet curtains, gold fringe, props and stage scenery, it was a theatre in miniature. The actors were an assortment of pretty and amusing dolls made for the occasion with hollow arms and heads for the fingers of the puppet players. Clever manipulation by the fingers of the puppeteers, who were hidden behind the screen, gave very life-like movements and gestures. Complete plays were acted out on this miniature stage. It was a "talkie" as well, for the manipulators behind the screen talked as the puppets acted. The shows were operated by the Philadelphia Playgrounds Association in cooperation with the Inter-State Dairy Council who furnished the training to those who conducted the shows and shared with the Playgrounds Association the expense of presenting them.

A Children's Folk Theatre

A folk theatre for children is one of the unique developments on the public playgrounds of Cleveland where there are thirty-two nationality groups. And from what "homely" material do the children construct their house of dreams!

The passerby walking through a Bohemian neighborhood reads the announcement posted at the playground that on Friday night "The Rose Bud," a play, will be given at seven o'clock. Returning promptly at seven, he finds a rope encircling the supports of the traveling rings and extending around the volley ball standards. Around this roped off area are several hundred adults and children.

Then comes the play!

A child in costume passes around the inside of the roped area and shows a placard giving the name of the play, and possibly the names of the characters and the children who will play them. The area beneath the traveling rings is the stage. It is crude, but the children of this playground have decided it is the most adaptable and desirable place for the stage. A larger area in front of the stage is roped off so that the spectators will not crowd the stage.

A herald in costume announces the first scene and states that this play is one that has been developed from a folk story taken from Czechoslovakian folk lore. The entire play has been made up from the story by the actors. Few lines have been

memorized but the action is accompanied by dialogue strangely like the usual language of the children. The stage props are the playground benches. Practically every other item needed in the action of the play is borrowed for the occasion from the homes of the children. The play is costumed, as the Recreation Department has scores of costumes for both boys and girls.

The herald announces the scenes and the play progresses to the intense interest of the neighborhood. When the last scene has been played, the herald or instructor will perhaps announce that next Friday another play will be given and that the children who want to be in it are to appear at the storytelling hours throughout the week when the stories of another country will be told and the story will be selected for playing at the next Friday night presentation.

This scene took place last summer on all of the city playgrounds in Cleveland. Eight foreign countries were selected for study, and scores of folk tales of each country were told and dramatized. For next season's theatre stories will be selected from the folk lore of Italy, Russia, China, Roumania, Greece, Scotland, Denmark, and the early Colonial period of the United States.

Practically every form of dramatic expression is used during this program of storytelling and dramatics. The puppet show, pantomime, shadowgraph pantomime, and operetta as well as the usual dramatic form are brought into play.

Some of the Stories Dramatized.

HOLLAND

The Wonder Wheat of the Lady Sand.
The Beard that Grew and Grew.
The Hodge Podge Hold Fast.
Kling Klang Poor Dokkum.
The Willow Man and Sunday's Child.
The Most Magnificent Cook of All.
The Leak in the Dike.

SWEDEN

Canute Whistle-Wink.
The Gift of the Sea King.
Star Eye.
The Sausage.
The Stone Statue.

JAPAN.

My Lord Bag of Rice.
The Farmer and the Badger.
The Mirror of Matsuyamo.
The Youth Who Gathered Jewels.
Aunt Wind and Little Pomegranate.

SPAIN

The Clover.
The Golden Pitcher.
The Witch of Amooto.
The Orange Princess.
The Weeping Willow and the Cypress.

HUNGARY

The Magic Stone.
The Stone Princess.
The Arch of Strachena.

CZECHOSLOVAKIA

The Rose Bud.
The Shepherd and the Dragon.
The Golden Godmother.
The Wood Maidens.
The Three Golden Hairs.

GERMANY

The Rhinegold.
Otto of the Silver Hand.
The Raven.
The Nose Tree.
Hansel and Gretel.
The Gallant Tailor.

AMERICA

The Squire's Bride.
Johnny Apple Seed.
Alice in Wonderland.
Margaret of New Orleans.
The Gulls of Salt Lake.
The Pine Tree Shillings.
An Axe to Grind.

Reading on the Playground

Not only puppet shows but libraries as well traveled about last summer. In Newark, N. J., the public library sent out a truck to five of the playgrounds maintained by the Board of Education. The truck contained books of interest to children, reaching each playground once a week at a specified time. Books were also supplied at two other playgrounds at which extension libraries were permanently located. Here an assistant from the library was present once a week to distribute the books.

The playgrounds of Little Rock, Ark., also had a traveling library which visited all the playgrounds once a week. The librarian took with her several handgrips full of posters advertising the libraries. Books were checked out and in at each play center and the children's wants were carefully noted, and the books they wished brought back the following week. Two reading centers in suburban districts were also visited by the traveling library each week. During the summer playground season over 6000 books were checked out.

An Interesting Approach to Handcraft

Handcraft was made a particularly fascinating activity in Monroe, Michigan, last summer when the Board of Education added a shop course to the playground program. On entering the shop the boys found opportunities for making such articles as boats, windmills, gliders, wheels, letter holders, bicycle pinwheels and scooters. And in addition to suggested constructions there were provided a number of pieces of equipment for manipulation. These included electric bells and buzzers, dry cell lights, telephones, magnetic coils and motors. Boys were allowed to enter and leave the shop at will and no effort was made to control their activity other than by visual suggestion. This resulted in some small boys pounding nails for the fun of pounding, and in the construction of doll furniture from the wood clippings provided. The number in each group ranged from twenty to fifty, with an average of thirty at work at one time.

A handcraft project in Norwalk, Connecticut, was a model playground and doll house contest. Each playground decided which project it would choose and worked for a month on the construction of its model. Points were given on the following basis: originality (possible) 25 points; furnishings (possible) 50 points; neatness (possible) 25 points.

Little Journeys to Other Lands

"Where do you come from, Mr. Gay?
'From the land of play, from the land of play.'
And where can that be, Mr. Gay?
'Faraway, faraway.'"

"Once upon a time," begins the storyteller, and you can hear a pin drop.

And so last summer the children of the municipal playgrounds of Cleveland took a trip to see how the children of other lands play. Handcraft, sandcraft, toy orchestras, singing games, folk dances, games, storytelling and dramatics were correlated in this travel program which comprised suggestions from the folk lore, music, arts and skills of a number of countries. A glimpse at the handcraft program will show how the theme was developed:

First the children went to Holland by the simple device of constructing windmills, tulip gardens, ships of wood and corks, people of wood and paper, wooden dolls and beds for them of wooden shoes.

Japan came next, and the children were able to conjure up a vivid picture of the happy island by making quaint little paper houses and lanterns, paper mats and fans, lacquered chests, flying fish, kites, sandals, parasols, dolls and rickshaws. Hungary they pictured through the thatched villages which they constructed, the wayside shrines, and the costumes and embroideries which they made.

The visit to Spain was fascinating, for there were card castles to be made, combs of pierced paper, brightly painted shawls, flower ornaments for the hair, clappers and castanets. And what would be more exciting for the boys than the toreador game! Germany, the land of toys, provided unlimited opportunity for interesting adventures in handcraft, while Sweden was visioned in the making of ancient Viking ships, wooden dolls and figures dressed in national costumes, shields and cut paper for lace designs and wall decorations.

Flowers everywhere—in gardens, embroidered on vests, painted on little white houses, on cradles, gift and shrine boxes of starched paper with painted glass tops—this was the Czechoslovakia which the Children of Cleveland created.

And in a trip of exploration of their own country, the children made the acquaintance of the Indian through constructing wigwams, bows and arrows, cradles, ceremonial masks and good luck charms, and by donning beads and feathers.

The results of the introduction of Old World culture into the playground program found its fullest expression in the final playground festival in which almost 3,000 children participated and in story form gave a demonstration of the music, games, dances, storytelling and dramatics developed during the season. Over 30,000 people witnessed the demonstration.

Storytelling

A suggestion for storytelling comes from the Department of Parks and Recreation, Altoona,

Courtesy Recreation Department, Piedmont, California.

The sand box on a Saturday afternoon, with a leader who can tell stories and who is an expert at tying knots and doing other fascinating things -- what more would a boy ask for?

Pennsylvania, which is experimenting with an interesting plan for primary and intermediate groups.

With the primary group, the name of the character, property or scenery which the child represents was printed on a placard and pinned or tied on the child. All that was required for the intermediate group was one or two pieces of clothing to represent the character, such as a shawl and bonnet for an old lady or a cap or apron for a cook.

A storyteller was developed for the group, a person being chosen who had a pleasing manner and voice. A worker was in charge of the selection of stories who listened in once or twice a week and gave any necessary suggestions. Costuming the storyteller added to the interest. It was also found helpful for her to take with her to the various playgrounds objects and articles relating to the story which she exhibited as she came to the part of the story to which they related. This plan was worked out in Altoona particularly in relation to the nature study program, stories being told which were associated with nature activities.

Playground Music

Maywood, Illinois, has a junior band sponsored by the Recreation Board and composed, with few exceptions, of boys who have had no previous instrumental training. The leadership, sweaters, caps, one bass horn and bass drum are furnished by the Recreation Board. Class members purchase their own trousers and instruments. There are two rehearsals a week for the entire band. Each year the graduating eighth grade class leaves a number of vacancies in the band. The present director, Mr. Wesley Shepard, has a beginning class of eighty, many of whom joined the band after a few months' training.

The Playground Commission of Cedar Rapids, Iowa, has a twelve-piece band which meets once a week for rehearsals. Their repertoire includes all the numbers used for the community singing which is conducted by the Commission. Thus the problem of providing musical accompaniment for the community sings has been solved.

With one exception all the centers conducted by the Peoria, Illinois, Recreation Commission have a children's orchestra with an enrollment of from ten to twenty-five in each class. All of the groups practise the same numbers, and at the close of the season a combined orchestra from all the centers give a concert.

All Day Hikes

At Cleveland Heights, Ohio, there were special activities which made the playground program particularly interesting last summer. Every Wednesday at nine o'clock boy and girl hikers, well fortified with boxes of lunch, met in the front of the Board of Education building for a day's outing from which they returned at 4:30. Each trip was in the nature of an adventure, and there were nature hunts, surprise programs, peanut hunts, hare and hound races, treasure hunts, animal study trips, and visits to camp. Every hike was under the leadership of two adults. Girls from ten to twelve years of age enjoyed two-day camp outings, paying a small fee to cover ex-

penses. Airplane clubs and regularly scheduled toy-making classes were popular features of the program.

A Playground Flower Show

A new playground project in Dalton, Massachusetts, last summer was a flower show. The older boys decided to gather from the woods all of the different native ferns and water plants available and to place an exhibit in the show to be known as the "Pine Grove Playground Entry." The idea developed rapidly and soon there were many eager little gardeners at work. A tub was sunk into the ground, rocks and moss placed around it and cattails planted for a background. Ferns in their native soil covered the sides and front. Pond lilies were placed in the water, while toadstools and mushrooms arranged among the rocks with a big green frog on one of the pond lilies, gave a natural appearance. A hose was buried and a revolving spray placed in the back gave the appearance of a fountain sprinkling the ferns and lilies. Scores of boys and girls stood in front of this exhibit by the hour.

Special Events on the Playground

The great majority of cities are now following the plan of building up their playground programs and sustaining interest in them by the introduction of weekly special events.

The success of a playground program, a number of recreation executives have pointed out, depends on careful planning. While it is desirable, they say, to plan a program to go through the summer, it must be flexible, so that the initiative of the individual worker will not be stifled.

In Sheboygan, Wisconsin, last summer, a pet show was held during the first week of the playground season. The second week was climaxed by a Fourth of July celebration, and at the same time a sand box contest was held for the younger children, the winner from each of the playgrounds taking part in the play festival held at the close of the season. A lantern procession, and a parade of decorated doll buggies, coaster wagons and other vehicles were the featured events during the third week of the season. Each of the playgrounds held a track and field meet for the fourth week, while the next week was featured with a huge playground demonstration held on each of the playgrounds. During the sixth week pushmobile, coaster wagon and kitty car races were held for the boys, jackstone and rope jumping contests for the girls, and a kite flying contest for both boys and girls. The seventh week was the week of climaxes with the Third Annual Play Festival scheduled for August 8th. During the final week of the playground program a huge picnic was held in which all of the children and many of their parents took part.

A Balloon Day was one of the interesting events of the playground season in Somerville, Massachusetts. Break-the-balloon, balloon relay, kick-the-balloon, and balloon hoist were among the popular events.

Community Week was observed August 10th to 15th by the Community Recreation Association of Dalton, Massachusetts. The community night program, the most important event of the playground season, was held on August 13th, when 1,500 people celebrated the event held at Pine Grove Park. Each of the three playgrounds contributed to the program which included selections by the drum corps, a marionette show, a comedy sketch, and a Maypole dance and other features.

The Square Dance Returns

Have you tried square dances in your recreation program? First held as an experiment by the Houston, Texas, Recreation Department, callers, fiddlers and friends of the dance appeared in such large number that it was found desirable to hold the dances regularly in the city auditorium. As many as two thousand people would attend. The fiddlers soon became the "Piney Woods String Orchestra." The callers, each reviving his own peculiar call, added variety and color to the dance. And now the Houston Square Dance Association has been organized to preserve the square dance in its original charm.

A typical dance program for one evening, from 8 P.M. to midnight follows:

1. Grand March.
2. Square Dance "Four Hands Round."
3. Square Dance "Right Hands Cross."
4. Jiggers' Contest.
5. Fiddlers' Contest.
6. Rye Waltz.

(*Continued on page 42*)

Courtesy Girl Scouts.

The making of primitive musical instruments proves a fascinating activity at some camps.

The Girl Scout Camping Program

Adventure, discovery, the feeling of being at home in the out-of-doors; all are essential to camp programs.

By EMELIA THOORSELL
Secretary, Camp Advisory Staff
Girl Scouts

THE Girl Scout camping program is an important part of the movement. The organization feels that every girl should be at home in the out-of-doors where she can become familiar with every growing thing, discover the magic of sunrise on a mountain top, learn to build a fire and cook a meal even in the rain, experience the adventure of blazing a new trail and enjoy the peace of deep sleep under the stars. The organization believes that these experiences not only enrich girl's lives and build healthy bodies for them, but develop courage, resourcefulness, initiative, love of wholesome fun and the give and take of real companionship—qualities that will stand them in good stead in whatever walks of life they enter in the future.

As the camping program is carried out in over five hundred camps in widely different localities, it is necessarily flexible. Girl Scout camps resemble each other in that they comply with the minimum standards (explained in detail in "Minimum Standards for Girl Scout Camps") for community backing, general program, quality and number of leaders, camp site, health and sanitation, waterfront regulations, equipment, food requirements and business records.

A primary requirement in the general camp program is the use of the patrol system, the keystone of Girl Scouting. A patrol is made up of

six or eight girls, one of whom is chosen leader. A number of patrols form a troop. The girl leaders of the patrols, with the troop captain and her lieutenants, form the Court of Honor, the governing body of the troop. In this way girls govern themselves, guided by unobstrusive leadership.

The patrol system lends itself readily to camp life. At Camp Edith Macy, the Girl Scout national training camp at Briarcliff Manor, New York, girls live in troop-sized units, which in turn have been divided into smaller groups for patrol living. The girls christen these encampments with such provocative names as Singing Pines, Gypsy Rest, Top of the World and Trail's End. Each of these camp families does it own work and runs its own affairs, uniting with other groups scattered over the hillside for occasional community meals in the big camp dining room or on the hillside, for land and water sports and the Council Ring, Scouts' Own and other group activities. The organization considers the small unit system of camping an ideal one and plans that eventually all Girl Scout camps will be conducted on this basis.

Apart from the above mentioned similarities, no two Girl Scout camps in the whole country are really alike. They are as diversified and picturesque as the localities in which they are set up. In California girls sleep under the giant redwoods in bed rolls on the ground; in Alabama they use the natural houses made by the cavernous rocks. Three-sided Adirondack shacks are popular in the virgin timber covered hills of New Mexico and bamboo shelters in Porto Rico. At Camp Edith Macy there are model tents with wooden floors for sleeping accommodations.

While the camping program is flexible, in all Girl Scouts there are five main lines of activities which are developed in so far as environment and leadership permit. These are: campcraft, nature study, aquatics, games, and camp "aesthetics."

Campcraft

Campcraft includes tramping and trailing, outdoor cooking, pioneering, primitive camping and gypsy trips.

The tenderfoot in camp begins by learning to make fuzz sticks for tinder, to whittle toasters and broilers from green sticks, and to become proficient in blanket rolling. A morning spent in pioneering projects will show girls making improvements about their camp. One group may be carrying stones to make dishwater drain; another will be busily digging a cache in the ground or building one in a stream, with a third group lashing branches into a sturdy camp washstand or a bathing suit rack. At some camps they construct complete open air kitchens, consisting of stone stoves, wooden tables and benches, caches and "bean-holes." Many cooking experiments suitable to use in permanent camps or on the trail, are tried out. Fried eggs sizzle on tin can stoves and pots of ham and sweet potatoes cook slowly in "bean-holes" dug in the ground. Girls learn to mix dough in a bag, wind it on a peeled stick, and toast it over the fire. Many camps cook whole lambs and sides of beef in Hawaiian *imu* style, wrapped in wet grape leaves and placed in a fiery pit in the ground. Luncheon, supper and all-day hikes into nearby woods put the acquired campcraft into actual practice.

After the preliminary training has been gone through, the main camp is used as a woods base and groups are taken on overnight hikes with experienced leaders. Every girl does her share of the work. She may pitch tents, collect fire wood, make a latrine, carry water or do the cooking. She gradually becomes thoroughly at home in the out-of-doors. When girls have mastered the technique of the overnight trip, they are ready for the primitive camp where groups go off from the main base, set up their own camp, and remain for a week or ten days.

There is no limit to the kinds of adventure an experienced camper may have. Troops plan their routes ahead and take gypsy trips in covered wagons, in trucks or on foot. They stop for a safe dip in a lake, explore green lanes, and make and break camp when the spirit moves them. Long canoe trips are taken from the leaders' camp in Minnesota. The annual pack trip taken on horseback, with a chuck wagon brought along to carry provisions and baggage, which goes out from Camp Mary White, Roswell, New Mexico, covers one hundred and seventy-five miles of unexplored mountain trails.

Nature Study

The Girl Scout method of teaching nature is through first-hand observation, through games and related handicraft. Information is not memorized from books. The whole forest is open for research and reference. Books are turned to to clear up a doubt or to determine a correct name. Girls are encouraged to take steps to study the

plant and animal life in their own vicinities. At the Roswell, New Mexico camp, girls have planted a special turnip patch to encourage the deer. Once the animals' timidity is overcome, there is a fine chance for close observation. California girls have assembled a zoo typical of their state's insect life. The specimens—a five-inch scorpion, a six-inch tarantula and a centipede with forty legs—were collected on desert hikes and kept a short time for observation.

Nature Projects include trees, birds, flowers, fresh and salt water life, insects and stars. Girls learn to identify trees by leaves and needles, bark and twigs and to recognize trees by their stumps Troops vie with each other to do the most "forest good turns," which may mean labeling poison ivy, destroying a caterpillar's nest, neatly cutting a broken branch, removing a tree fungus or planting the seed of a desirable plant. Girls plant tree seeds, have tree nurseries and take an active part in reforestation. In Salt Lake City, Girl Scouts have adopted a novel tree planting project. Tree seeds are taken along whenever the girls go hiking, and planted in appropriate places. Nature diaries illustrated by tree sketches, photographs and carbon prints, record tree observations made during camp sessions. The interest aroused in trees while in camp often leads girls into reforestation movements in their own communities.

Open air kitchens are construction projects full of absorbing interest.

Courtesy Girl Scouts.

Every camp has its bird houses and feeding trays. Bird Logs are kept that include all kinds of fact gathered about birds, from information about which parent brings the food, to the effect of moulting on song. At one Girl Scout camp a nature counsellor has introduced unusual and original methods of teaching bird lore. On early morning bird walks girls grow familiar enough with bird songs to enable them to record the songs in a bird choir book, each bar of music being accompanied by a drawing of the feathered singer. Girls have built a Bird Cafeteria, too. Under the portrait of each bird is a list of his favorite foods. Food trays hanging underneath are kept well supplied with his fancies. At the same camp girls have made an outdoor museum in which all the native animals are represented by cardboard images, made by the girls themselves.

Troops made rock gardens to beautify spots near their camps or build a flower sanctuary devoted to wild flowers which are rapidly disappearing because of excessive picking. When it is time the seeds are gathered from field and roadside and planted in the sanctuary the following year. The seeds of these flowers are gathered and planted, and so the flock increases every year.

At one camp there is a special stand with a vase on it. Each day a different wild flower is put in the vase and the picture of a different bird hung beside it. Any Girl Scout may try to find out the names of the specimens. She puts her answer on a slip of paper and drops it in a box. Tags are given to the one who correctly guesses all the flowers or all the birds. Like acquiring the dictionary habit, the girls remember distinctly what they search out for themselves.

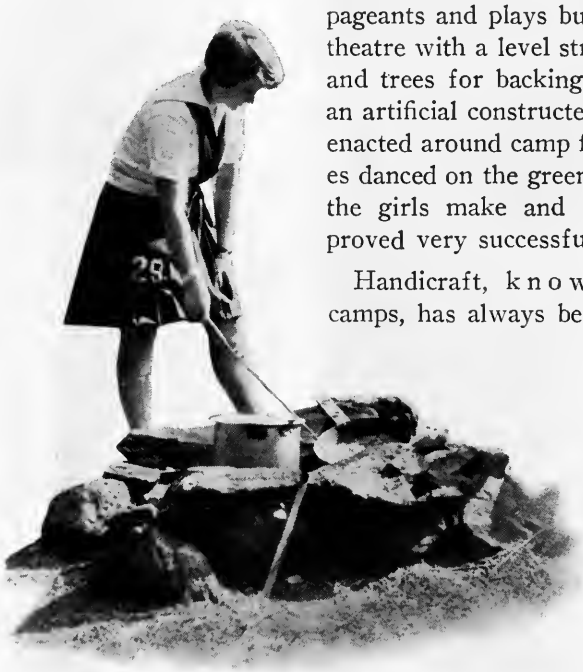
When camps are close to ponds, lakes or any body of water, pond acquariums are made in order to study fresh water life. The girls construct the aquariums of stones and netting, with separate compartments for turtles and fish, and a rock for the creatures to sun themselves on. Water plants and ferns make them homelike. At camps close to the ocean, salt water life is studied in tidal pools. Accurate and fascinating observations are made in this manner.

Delightful games are played in the form of Nature Quests. In one of these Quests compass

points were painted on top of a post. A sign nearby read "Go 24 paces S. S. W. and find a cluster of flowers that are pale with shame because they steal their food." When the nature student had found the flowers, she came to the next direction which read "What tree, twenty paces N. E., is named for a fish?" Girls study the map of the skies and have evening star gazing parties. An experienced camper can find her way by the sun or stars.

Aquatics and Games

Organized games with their usual quota of spectators are not included in the Girl Scout camping program. Stimulating games that make every girl a participator are in favor. Canoeing, boating and swimming are very popular in all camps with waterfronts. An American Red Cross Senior Life Saver who is an experienced canoeist and boatman is always in charge. Girls who attain certain ranks are eligible for river trips with perhaps two days of paddling and a night spent on the sand dunes by the ocean. The whole camp joins in water games and pageants.



Courtesy Girl Scouts.

And how delicious are the products of such "close-to-nature" cooking methods!

A wide green field with colorful targets where archers try the Columbia round is a familiar sight in a Girl Scout camp. Some troops make their own equipment as a handicraft project. Horseback riding is being introduced into camps, there is an occasional mounted troop, where girls learn to be real equestriennes. Lassoing and rope-spinning are practiced in a western camp.

Woods games are very popular everywhere. Girls thoroughly enjoy tramping and trailing, nature games, treasure hunts, map trailing, observation, stalking and tracking and cross country games like Run Sheep Run and Point to Point.

Camp "Aesthetics"

Folk songs, sea chanties and old fashioned melodies are sung in Girl Scout camps in preference to jazz and popular music. Like the minstrels of old girls take pride in preserving the original spirit and words of the songs and try to pass them on intact. There is an increasing interest in primitive orchestras consisting of pipes of pan and tom toms, the instruments being made by the girls themselves. Music of this type combines well with camp dramatics.

Plots are drawn from local history, ancient folk lore or from pioneer tales recounted by the girls as heard from their grandfathers' lips, and pageants and plays built around them. A natural theatre with a level stretch of green for the stage and trees for backing and wings is preferred to an artificial constructed one. Colorful scenes are enacted around camp fires also and gay folk dances danced on the green. Puppet shows for which the girls make and operate the puppets, have proved very successful.

Handicraft, known as "Hobbies" in some camps, has always been a most popular activity. Blue-printing, sketching, photography, making plaster casts of animal tracks, hammock making or carving records of summer activities on walking sticks are some of the favorites. Lately the organization has been making available to the field very interesting projects in craft work from natural materials, such as making pine needle brooms, osier baskets, drinking cups, from burls, and baskets of grape leaves to carry water cress from the brook. Native crafts are studied wherever they are to be found. Girls in New England have a fine chance to learn to make hooked rugs. In New Mexico Indians instruct troops in pottery making. Girl Scouts in the Shenandoah mountains learn basketry and become skillful at weaving on looms over a hundred years old, under the tutelage of old mountaineer men and women.

NOTE: A list of material published by the National Recreation Association of special interest to camp directors has been prepared. It may be secured on request. Send for a copy.

Giving the Girl a Chance

By ETHEL BOWERS
National Recreation Association

Courtesy Brooklyn Children's Museum.

Betty, of preschool age, needs a small playground near her home. Have you given her one?

We introduce to you five girls. Every city has hundreds like them. Is your recreation program meeting their needs?

EVERYWHERE we go we hear the cry: "Give the boys a chance." Fraternal orders, service clubs and similar groups are concerned, rightly so, with "keeping the boys off the streets"; "turning the gang into a club"; "making citizens of our boys," and "training the men of tomorrow."

What about the girls of today, the mothers of tomorrow?

No great army of after-dinner speakers seems to be shouting: "Give the girls a chance!" Girls, the supposition is, are sheltered, protected; are never seen loitering on the street; are never bored with school or home routine; never are found using their leisure unwisely; are able to do their own planning. Theirs is an ideal condition, so we are led to believe, and they do not need the help and guidance which boys require in their play hours.

Volunteers and employed leaders, however, who work with girls of all ages in organizations concerned with their leisure time or welfare, know the fallacies of such reasoning; realize that girls need help as much, if not more than boys, because they do not have the natural leaders who are caring for the boys.

So we must give the girl a chance.

What girls need help in solving their leisure time problems? Let me introduce you to five girls whom we all know.

Betty, the Baby

Betty is the little sister of the family, somewhere between three and nine years of age. She is usually an active, healthy, little girl, curious, energetic, influenced by bright colors, rhythms and people and is very imaginative.

In some cities there is a small playground near her home, not more than a quarter of a mile away, with special play area just for her age group, and with a trained, sympathetic, young woman leader, in charge. Here she learns games and group dances, makes things out of bright colored materials during the handcraft hour, takes

Ethel Bowers, who is the Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls, of the National Recreation Association, for more than three years has been visiting cities with recreation departments studying the work for women and girls, advising on local problems and helping in the training of workers. Her summing up of the situation will be of interest to recreation workers and officials for whom the program of activities and its administration present serious problems.

Peggy, growing fast, must have many hours of outdoor play in safe places.

part in the rhythm band and sings; listens to wonderful stories, plays on the apparatus and in the sand and acts in children's dramatics and pageants.

Unfortunately in many cities Betty has no place to play except in the street, because the playground is too far away, or if there is a nearby area, her mother will not allow her to go because there isn't a woman leader in charge, or the big boys play ball so that there is no safe place for little girls to play. In some other cities, there are neighborhood playgrounds and women workers, but they are untrained in recreation leadership, so that Betty plays active games all through the hot days and at the end of the summer we find her tired and underweight, because the leader did not provide a balanced program of active and quiet games, handcraft, music, storytelling, and sand play and dramatics.

Betty needs a backyard play space, and also a nearby safe playground open all year, supervised by a well-trained woman recreation leader, who conducts a balanced program suited to this age group.

Peggy, the Pre-Adolescent

Peggy is about nine to thirteen years old, and is very much like Betty, the baby, for she, too needs to play, outdoors if possible, many hours a day.

Some cities are providing neighborhood playgrounds in the summer and after school play throughout the rest of the year and encourage the parents to build a backyard playground for Peggy.

Many cities have only summer *playgrounds*, and for the other nine or ten months of the year Peggy is without play leadership. On some playgrounds there are no women workers, to see that Peggy has a safe place to play and the right type of activities. The man leader on the playground is too busy with boys' athletics to pay attention to little girls, unless they are very good athletes and can run and jump "like a boy." And it is sad to say there are still cities which are neither providing play areas in congested neighborhoods, nor summer playgrounds with leadership for Peggy and her sisters. It's no fun and not safe for little girls to play on a vacant lot, school ground or playground if a woman leader isn't there.

Peggy, like Betty, needs a backyard play space, also a nearby safe playground open all year round and supervised by a well-trained woman recreation leader who conducts a balanced program for this age group.

Alice, the Adolescent

Alice is going through a difficult period, physically and emotionally. She feels very grown up, when she is with little girls, yet she is only a girl herself about thirteen to sixteen years old.

Some few cities make a special effort to provide suitable activities, such as the right games, music, dancing, handcraft, dramatics and social recreation all year round for Alice under sympathetic trained women leaders.

There's nothing Alice likes better than camping. Does your city give her an opportunity?

Courtesy Girl Scouts Incorporated.

In many cities Alice is neglected for nine or ten months during the year for there are no after school play activities for her—and often she does not feel at home on the summer playground, for the woman leader isn't trained to reach the temperamental adolescent girl, or doesn't want to bother. Some play leaders still feel that a playground position is a summer vacation with pay. It is hard work to lead adolescent girls in recreation and many untrained women leaders give up in despair. Others provide a strenuous athletic program only, which doesn't interest Alice during the hot weather or at times when she doesn't feel physically fit. If Alice lives in a community where there are no playgrounds or where only men are employed, she will not enjoy the playground unless she is a "star athlete type" (and most girls are not), so she may spend most of her time at the movies or reading unwholesome magazines.

Alice needs a well-balanced year round recreation program of selected games, handcraft, music, dramatic, and social activities, under a sympathetic, mature and experienced woman worker who is really interested in the adolescent girl and her problems. If Alice cannot belong to Girl Reserves, Camp Fire Girls, or Girl Scouts, there should be other girls' clubs for her to join. Most important of all, she must be protected from poorly selected athletic activities under coaches who overemphasize the value of individual stardom.

Courtesy Los Angeles County.

It is natural for them to want a good time after the day's work at the office or factory.

Beatrice, the Business Girl
Ida, the Industrial Girl

These two need the same general types of recreation but must be approached and managed differently. Beatrice is from seventeen to twenty-five or thirty years old, has completed high school and business school or college and now is employed in a good store, an office, or teaches school. She usually lives in a nice home or boards with a private family. Ida, on the other hand, is younger, from fourteen to twenty-five years, has left school as soon as she could, and now works in a factory, 5 and 10 cent store or as a maid in a private home or hotel. Usually she lives at home or with relatives or with the people for whom she works, but in most cases, her living place lacks the beauty, comfort and spaciousness she desires.

Both Beatrice and Ida want to have a good time after work is done, but in separate groups, and often in different ways. For example Beatrice enjoys gym classes, games and sports for the fun and the physical benefit she receives, and she takes part in the finer forms of music, dramatics, or handcraft activities because they appeal to her love of the beautiful. Ida doesn't want to sit still and make things in a handcraft group, because she has to do such things all day. Her work is monotonous, therefore she must have very exciting recreation. She wants strenuous athletics, jazzy music, snappy dramatics or musical comedies, thrilling parties, not for the benefit she will receive, but because she will show off to good advantage before an audience of the opposite sex.

Both Beatrice and Ida want social recreation, dances and parties, picnics and clubs, but they must be in separate groups, because Beatrice and her friends and Ida and her admirers will not mix. The first group can afford to pay for better orchestras, better facilities, while Ida's crowd need well conducted social activities near at home and at little or no expense.

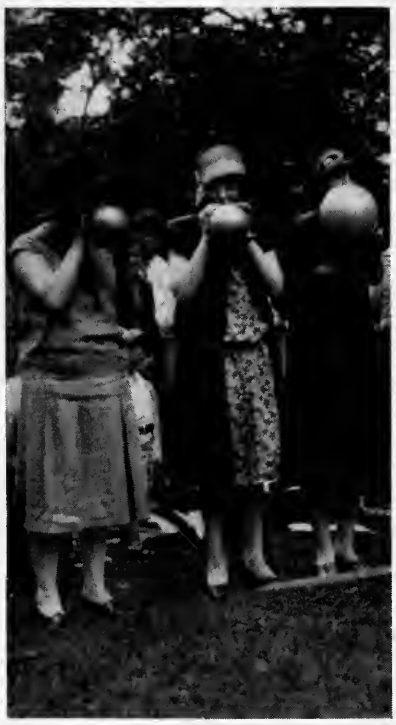
Ida, (and sometimes Beatrice if she is "man-crazy") if left without any recreational opportunities, will spend all her play time in one of three ways, movies, cheap dances, often at roadhouses, and automobiling with the subsequent

parking and petting. (A study of delinquent girls in Oregon showed a direct relationship between delinquency and lack of girls' clubs and suitable recreation opportunities).

In some cities Beatrice and Ida can go to their neighborhood school building one or more evenings a week during the winter or their nearby playground in the summer, and enjoy athletics, handcraft, music, dramatics, and social recreation, conducted just for their own groups, under expert women leaders at little or no cost.

In most cities, unfortunately Beatrice and Ida are not made welcome on the summer playground and in the winter there is no place for their activities and no women leaders to conduct a program. Worst of all, in a few places some coach, untrained in recreation and physical education, has encouraged Ida, and sometimes Beatrice (if she is athletically minded) to enter a basketball, baseball, track or swimming group which he is coaching to be a winning team in city, district, state or national contests so that he may have the honor of being the coach of national or Olympic women stars.

Beatrice and Ida need recreation leadership more than any other group. They are most neglected and hardest to reach, and most liable to use their free time unwisely. They need a well-balanced year round recreation program of athletics, dancing, music, dramatics and occasional handcraft classes, and many club and social activities, conducted by expert women leaders, in their own neighborhoods, and at little or no cost. There should be an abundance of activities for young men and women together, well supervised, of course. Most important of all, they need to be protected (if they are "star" athletic material) from the ambitious coach, who would induce them to play on all-star basketball, baseball, track or swimming teams, for his own glorification and possible financial reward, irrespective of the physical and moral harm the girls may receive.



Do older women want to play? Plan a picnic or a play day and find out!

Martha, the Matron

Usually Martha, who is over twenty-five years old, has had a grammar school and perhaps some high school education (before the days of physical education departments and playgrounds), then she married young and raised her children and now, for the first time in her life she has time to play.

In a few cities Martha and her friends and neighbors go several evenings a week to the nearest school building during the winter for gym classes, volley ball, handcraft classes, chorus or ukulele, dramatics and social clubs or parties. In the summer they attend their neighborhood playground participating in volley ball, kick ball, croquet and many other games, sewing or making Christmas gifts, helping with playground parties, picnics, community nights and circus or pageants.

Unfortunately in many cities, Martha is entirely neglected by the recreation department, because the city fathers think she doesn't need organized leisure time activities. Therefore, no women leaders are employed for older women's activities, no facilites are opened, and Martha is made to feel that the summer playground is for children only, and neighborhood school buildings are for boys' athletics, and that she should be content to play with her children or play bridge when and if her work is done.

Because Martha wants to play so very much, yet has never learned, she needs expert women leaders who are sympathetic and tactful. Because she has little money, and feels embarrassed in strange groups she needs well selected recreational activities including gymnastics and games in her own neighborhood, with her own friends, at little or no cost.

Objectives in Activities for Girls and Women

To promote and improve recreation for girls and women four factors are necessary: Public Education—Better Organization—Trained Leadership—Adequate Programs.

Public Education

Many civic recreation commissions, boards, committees or councils might well include a larger number of women representatives to insure more attention to the special needs of women and girls.

With increased public education will come a greater recognition of the values to the community of adequate recreation programs, and more money will be made available for this purpose. Some cities have recognized this special need of women and girls for adequate recreation and have supplied a budget for the work, a trained woman executive, sufficient women workers and ample use of neighborhood facilities. Other cities have not provided all or even a part of these necessities, with the result that in some communities there is practically nothing for girls and women although a good program for men and boys is being conducted.

Public education is a means of developing a more friendly understanding and closer cooperation among the various local girls' work agencies, especially recreation departments, schools, Girl Scouts, Camp Fire Girls, Girl Reserves, Y. W. C. A.'s, churches, settlement houses, national and fraternal groups.

Better Organization

A year round recreation program, not merely a summer playground program, is essential. Some city fathers think that girls need to play only during the summer, not during the other ten months.

There is a need in many communities for a more equal distribution of the budget, time, use of facilities and leadership, so that girls and women will have opportunities more nearly on a par with those for men and boys. In some cities the boys and men have almost entire use of the facilities and receive a greater portion of the budget and the time of the leaders than do the girls and women. Since there are as many, and usually more, women than men citizens, and since their need for leadership is often greater, they should have a larger share of the recreation budget than they now have in many cities.

A department in the recreation body for women and girls, with a well trained, capable, energetic and sympathetic woman in charge to administer the program and to serve as assistant to the recreation director, has been found in a number of cities to be the ideal system. Many cities do not have a year round woman executive. Therefore the girls and women do not receive adequate leadership. Recreation executives are for the most part so busy with problems of budget, construction and the operation of the program that generally they have little time and energy left for the problems of girls and women.

More neighborhod centers are needed. There are so many reasons why women and girls cannot participate in distant or downtown activities—(expense, time, effort, clothes and transportation problems are considerations)—that nearby activities become a real necessity. Only a few cities are now meeting this need adequately.

In many instances it has been found desirable to organize a Girls' Recreation Council in order to secure the support of local women and make the program permanent. The purpose of the formation of this council is mainly to educate the public to the need of larger budgets, more trained workers, broader programs and well selected and conducted activities. Where such councils have been organized they are proving a great asset.

Trained Leadership

An important objective is the securing of women leaders for girls' activities and their training for the profession of recreational leadership. A well trained professionally-minded woman worker on each summer playground—one who will work to meet the needs of girls and women of all ages and not one who wants a vacation with pay—is essential.

Every city needs trained women leaders for year round activities for girls and women. In many communities girls and women do not have suitable activities because the budget does not provide for trained women leaders, none are available or because the women now employed are not recreationally-minded or trained.

Adequate Programs

A program for girls and women of all ages, not merely for children up to adolescent age, should be the aim. There still persists the belief among some that employed girls and women do not need organized recreation. This attitude, however, is changing.

Programs for girls and women of all ages should not be one-sided. Some communities have an athletic program only, which meets the needs of certain types of girls and women but neglects

(*Continued on page* 43)

A Gift to San Francisco

An attractive scene in the lovely wooded dell of Trocadero, which Mrs. Stern, president of the Recreation Commission, has given to the city of San Francisco as a recreation center in memory of her late husband, Sigmund Stern.

An historic old landmark is to be preserved in San Francisco through the generosity of Mrs. Sigmund Stern, president of the Recreation Commission and honorary member of the National Recreation Association, who has presented to the city a large portion of the famous old Trocadero Rancho at Nineteenth Avenue and Sloat Boulevard.

The gift, comprising three city blocks, was presented to the city by the donor as a memorial to her late husband, Sigmund Stern, for many years a prominent civic leader of San Francisco. The work of developing the area as a recreation center is already under way. Bernard I. Maybeck, one of the nation's foremost architects, whose Fine Arts Palace at the Panama Pacific International Exposition was acclaimed as one of the most beautiful dream structures ever erected, is consulting architect for the project. The work is being executed, however, by Garner A. Dailey.

The three blocks comprising the gift are situated in a wooded dell that forms a natural bowl, said to be ideally suited for open air concerts, pageants and other forms of recreation. The fact that the tract is walled in on two sides by high slopes, which in turn are heavily wooded by groves of fifty-year-old eucalyptus, gives the bowl a sheltered protection which makes it the warmest outdoor area in San Francisco. Those who have studied its climatic advantages declare that it is fully ten degrees warmer than the rest of San Francisco. Automobiles will be prohibited, the park being reserved for pedestrians only.

The property, which comprises the entire dell, forms an integral part in San Francisco's colorful past. It was purchased from George M. Greene, octogenerian, who was born on the property and still lives there in the famous old house, said to be one of the first built in San Francisco. This house, which for a number of years was operated as the Trocadero Inn, a famous meeting place for early San Franciscans, is still standing and with reconditioning will be available as a club house.

Spring Thoughts for Recreationists

April is with us again! How can we make the most of the joys she brings?

Courtesy U. S. Forest Service.

One cannot begin too young to know the delights of camping, and to learn the secrets of campcraft!

By MARIE F. HEISLEY

Forest Service
U. S. Department of
Agriculture

"THE spring, the spring, has come again." For weeks now the days have been getting perceptibly longer and brighter, and Old Sol himself has so warmed up to his job that the whole realm of nature is awakening from its winter lethargy. Brooks and streams which have been silent all winter long have thrown off their icy coverings and have once more begun to sing, only to be outclassed by the chorus of frogs living in or near them. That earliest harbinger of spring, the skunk cabbage, has already appeared in the fields and in wet meadows and along the banks of streams the pussy willow greets us with her furry silver flowers. March winds have even now given place to April with her tantalizing changes from sunshine to showers.

Forests and Water

The forest is a natural conservator of water and through its help April rains, as well as all others, go to make up our available supply of that precious fluid. When you have been in the woods during a rain, you must have noticed that the water does not beat down in seemingly unbroken streams as it does in the open. This is because the thick forest canopy of leaves and branches breaks the fall of the rain. When the rain reaches the ground, it again meets obstructions in the leaf litter, which checks the water in its flow over the surface, soaks up part of it and passes the remainder down to the humus. The humus is that layer of rich, black, light soil found directly beneath the surface litter of leaves, twigs, and other decaying vegetable matter. The water seeps down through the humus to the mineral soil and to the fissures of the rocks. There it joins the great reservoir of underground water that feeds springs, brooks, and rivers, insuring them a steady and even flow throughout the year.

Rain falling on bare ground, however, acts in

April

"April is here!
There's a song in the maple, thrilling and new;
There's a flash of wings of heaven's own blue;
There's a veil of green on the nearer hills;
There's a burst of rapture in woodland rills;
There are stars in the meadow, dropped here and there;
There's a breath of arbutus in the air;
There's a dash of rain as if flung in jest;
There's an arch of color spanning the west;
April is here!"

(From "Arbor Day Selections" by Katherine L. Craig.)

a very different way. There (unless the ground is absolutely level) the water collects into little rills and streams which, gathering headway may tear away particles of soil, sand, and even gravel as they speed on their way. Instead of seeping gently into the earth and being fed gradually to the water courses the water rushes madly down the slopes, swelling brooks and streams, often filling them with debris. Thus when the soil-binding forest cover is removed from hillsides, they become badly eroded and eventually non-productive and the streams which they feed are apt to be flooded at some seasons and almost dry at others.

The water from melting snows behaves much in the same way, both in the forest and on open ground. Snow in the woods, however, may begin to melt earlier than does snow in the open, but the melting in the forest is much slower, lasting from four to eight weeks longer. Moreover, the mellow forest soil is likely to remain unfrozen or to freeze less deeply than soil in the open. Forest soil therefore absorbs more of the snow water, while the soil in the open, freezing more deeply and freely during the winter, allows the water from melting snow to rush off more rapidly into the streams. The rapid and uncontrolled run-off from both rains and melting snows is one of the contributing causes of spring freshets and floods, which in sections where forests have been removed from the headwaters of streams or rivers may become annual disasters.

By checking the run-off from rains and melting snows forests help to prevent erosion, to reduce the danger from freshets and floods, to equalize stream-flow, and to insure a plentiful supply of fresh and pure water for drinking and other domestic purposes. The protection of the watersheds of navigable streams was one of the primary purposes for the creation of the National Forests.

An excellent way to demonstrate how forests control run-off and prevent erosion is by an erosion model. Such a model is easily constructed and makes a good project for any recreation group interested in forestry subjects. The model may be constructed indoors or out-of-doors on the ground. Directions for making an erosion model are contained in Leaflet 58, "Making a Model to Show How Forests Prevent Erosion." Copies of this leaflet may be obtained free of charge from the Forest Service, U. S. Department of Agriculture, Washington, D. C.

Forests and Fire

It is easily seen, therefore, that if we are to have a constant supply of water we must protect the forests on the watersheds of streams and rivers from fire. Not only does fire kill many trees outright, but it damages countless others. By making wounds in the living tissues of trees, fire opens up fertile fields for rot-producing fungi which hollow out the trees and make them easily thrown. Fire-weakened trees, too, are more susceptible to the attacks of insects. By burning the seeds and young trees, fire destroys all chances for future forest growth; it retards the growth of the trees that survive; and reduces the fertility of the soil, thereby leading to erosion and rapid run-off. Fire drives out game and other animals, and last, but not least, renders the forest wholly unfit for recreation purposes.

In some localities spring is a bad time for fires. It therefore behooves all those who seek recreation in the woods during this danger season to be especially careful with fire. Recreation leaders can do much to forward the cause of fire prevention by teaching the tenderfoot safe ways of handling fire in the woods. They can also make fire prevention one of their major spring activities.

You can impress your recreation groups with the need for fire prevention in a number of different ways. If there have been any woods fires in your locality take a field trip to see just how much damage they have caused to the large trees, to the undergrowth and ground cover, and to bird and animal life. Does the place still invite camping and other forest pleasures? A poster contest in which prizes are given for the best original fire poster also helps to create interest. Another way of presenting the subject is through a story telling party where each person tells a story of forest fire damage from personal experience or from some other authoritative source.

Arbor Day Reminders

Although a discussion of forest fires certainly has a place on the Arbor Day program, the one purpose of Arbor Day is tree planting. If you haven't planted a George Washington Memorial tree in your playground or school yard, Arbor Day is an excellent time to do it. Be sure to have your George Washington tree registered with the American Tree Association, Washington D. C., which is giving a "Bicentennial Tree Planting Certificate" for each tree planting registered.

The fact that Arbor Day has already been celebrated in your State need not deter you from tree planting this year, for trees may be set out at any suitable time during the spring or fall and dedicated to any person or event of oustanding importance. If your playground does not need any more trees, the planting may be done in other places such as around homes, in the city parks, or even on highways, providing, of course, that you have received permission to do so from the proper authorities. Your City Parks Department or State Forester can give you information as to the species of trees suitable for planting in your locality, instructions for planting, and may even furnish the trees themselves. You will not go far wrong in your tree planting, however, if you will take the following suggestions made by John Burroughs, that great nature lover, in a letter to the principal of schools in a Pennsylvania town:

"I am glad to hear that your pupils are going to keep Arbor Day; if you can teach them to love and to cherish trees, you will teach them a very valuable lesson.

"* * * Give the tree roots plenty of room and a soft, deep bed to rest in; tuck it up carefully with your hands. The roots of the tree are much more soft and tender than its branches and can not be handled too gently. It is as important to know how to dig up a tree as how to plant it. A friend of mine brings quite large hemlocks from the woods and plants them on his grounds and has no trouble to make them live. He does much of the work with his hands, follows the roots along and lifts them gently from the soil and never allows them to dry. The real feeders of the tree are very small, mere threads; the bulky muscular roots are for strength; its life is in the rootlets that fringe them, and to let these delicate feeders dry, even by an hour's exposure to the drying air, is to endanger the vitality of the tree. By the way, in your planting do not forget the hemlock. It is a clean, healthy, handsome tree. Do not forget the ash, either, if only for the beautiful plum-colored foliage in autumn. Above all do not forget the linden, or the basswood, a tree generally overlooked by our arborists. It is as pleasing as maple in form and foliage, and then it is such a friend of the honey bee. What a harvest they get from it, and just when other sources of honey supply begin to fail.

"I have somewhere said that when you bait your hook with your heart the fish always bite; and I will now say that when you plant a tree with love it always lives; you do it with such care and thoughtfulness."

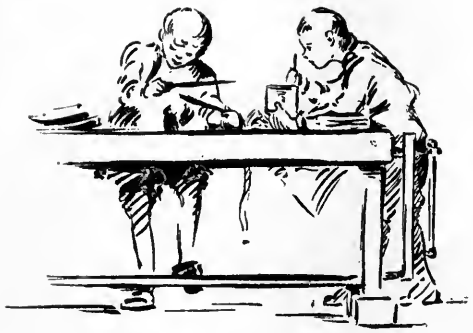
Courtesy U. S. Forest Service.

Breaking camp involves careful attention to all the prescribed methods of extinguishing fires.

A spring project suitable for either school or playground is the mapping of tree species and arrangement in a given locality, such as the playground, park, or section of a highway. The area selected may be divided into sections and each one assigned to certain members of the group for study. The results may be reported in a general conference and a map of the whole area made from the section reports. If there is time, the sections of the area may be interchanged and reports compared. The area can also be studied as a whole and prizes or honors given to the persons making the most accurate maps.

For the benefit of community groups wishing to celebrate Arbor Day, the Community Drama Service of the N. R. A. has compiled a bulletin, "Arbor Day Suggestions," containing a ceremonial, "In Praise of Trees," a list of plays and appropriate musical selections, and "How the Elm Tree Grew," a play and ceremonial. Price $.25.

Copies may be secured from the Association which will be glad to suggest material for spring celebrations of various kinds.



Good Digging to You!

You will unearth unsuspected treasures for your handcraft program if you will dig with sufficient skill and energy!

By GLADYS FORBUSH
Director of Handwork for Girls Playground Commission
Newton, Massachusetts

At this time when budgets are being slashed, it behooves the handwork supervisor to plan ahead for the summer season. Even with a normal budget the amount of money spent on materials is never enough to meet the demand, but this year only skillful contriving will stretch over what we have to cover.

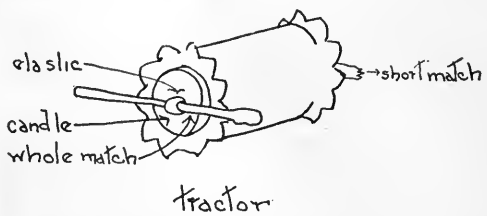
Sources of Supplies

We can greatly aid the stretching process by using discarded material. It is astonishing how much good material is thrown away or wasted in business, efficiency men to the contrary! Visit your local mills and see what they have to give away or sell. From shoe factories you can get leather scraps large enough to make chain belts, odd buckles, and pieces of fine material which backed with cloth are heavy enough to use in making pocketbooks. From yarn mills you can obtain very cheaply "thrums" (odd bits of yarn) and "special threads" (broken skeins), a little more expensively but still at one-fifteenth of retail prices. From knitting mills come scraps of knitted underwear or sport suits of jersey suitable for braiding or hooking.

From your local 5 and 10 cent stores you can often get last year's stamped goods at bargain prices, although we find it cheaper to buy perforated patterns and stamp them on unbleached cotton cloth. A pattern costing 35 cents if handled carefully will stamp a thousand articles. Decorators will give you samples of cretonnes and wall papers, and department stores will often have broken bunches of beads, large perfume bottles and odd shaped boxes or stamped goods.

When you have exhausted the survey of stores, make a list of the occupations of the fathers in your neighborhoods. People who work for wholesale drapers can get "swatches"—pieces of sample cloth nearly a yard long. If some members of your community go to Florida in the winter, coax them to gather and send you long pine needles. For a few cents postage you can have several dollars worth transported. Your survey will disclose a procession of parents who, besides having materials to share, can be interested in coming to the playgrounds and taking an active part.

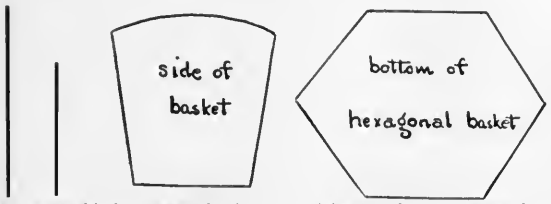
Finally, put a plea in your local paper explaining what you are doing and asking mothers to keep you in mind during spring cleaning and to save straw mat-



The material required for this tractor includes a large spool with edges notched, a slice of candle with wick removed, a whole match and half a match. (Be sure the matches have been struck.) Put the half match in the elastic band which is threaded through the spool and then through the slice of candle. Finally, put the whole match through the elastic and twist until the band is tight.

ting, spools, stockings, ribbons, tape, cloth, paper dolls, Christmas cards, embroidery materials and articles suitable for prizes. Once your community becomes interested in handwork from discarded material, your donations from this plea will rapidly exceed anything your budget can buy.

When you have selected all materials you can use for other purposes, take small pieces of cloth and a clothespin and tie together in small bundles for making clothespin dolls on rainy days.



See page 44 for description of this sewing companion

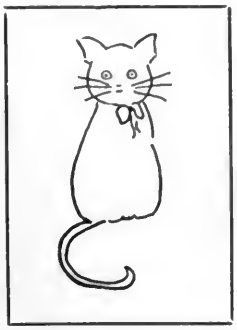
Things to Make

When planning the program remember that you have very little children to plan for. Tots who cannot sew are the problem of every handwork teacher and on them the money must be spent. They must have things to cut and color. We find it inexpensive to trace jointed paper dolls and mimeograph them on light weight oak tag. If a simple pattern is used, crayons can be given out and when the whole project is neatly cut out and colored, paper clips are furnished to join the pieces. Sewing cards are also good and may be bought from the school supply houses at about half a cent apiece.

Teaching our young children to sew is initiated with stuffed toys which have been colored with crayons, pressed and outlined on cloth with black embroidery cotton. The difficulty is to get the children to press the crayoning before they sew. We stamp these toys with the perforated patterns.

For the slightly older children Christmas cards can be pasted back to back for the foundation of a basket which is made by cutting one hexagonal base and six sides and sewing them together with bright wools in baseball stitch. If the boys are making these, the pieces can be punched and the whole thing laced together.

Dolls can be made from spools laced together on shoe strings; dolls' furniture can be constructed from heavy cardboard, the spools being used for legs. A hat stand may be made by older boys by using a round piece of cardboard, gluing a large spool in the center and above this slightly smaller spools, graduated in size, until the correct height is reached. The finished article may be given a coat of enamel paint. (I hope you are the true playground worker who lets her children paint their own toys.)



Cut oblong piece from leg of black stocking. Gather corners for ears. Sew on two two-hole buttons for eyes and make red marks for mouth. Stuff body. Sew across bottom and attach braided tail. Tie bow on neck and use wax thread for whiskers.

If you are not successful in securing pine needles, straw matting will do nicely for basketry. Rip the stitching of the matting carefully and use the straw. Stitch together with wool if raffia is not available.

Cut three inches off toes of one pair of men's socks having white heels. Cut top of one sock in center the width of ribbing for legs and sew. Stuff body lightly and slip other sock leg over for sweater. Fold foot flat at back of heel for head. Mark face and tie bright wool around neck. Cut one toe in two for arms, sew, stuff and attach. Use other toe for cap.

The boys will do almost anything that girls do. I once had an enthusiastic group of high school boys cutting the jointed paper dolls for their small sisters. It was, however, at their own initiative.

Buttons and spools furnish handcraft material. A simple top is made from a large two hole button and a piece of cord. Acorns and spools also make good tops. The tricky little tractor which has been described, will delight the children by going up hill.

Stockings are a blessing! The silk ones can be painted attractive colors. To cut a stocking for braiding or crocheting, slip a rolling pin in it and start from the top. Cut in one inch strips barber pole fashion. (The rolling pin will hold the stocking firmly.) When cut take the strip and stretch lightly. The edges will roll in giving it a loose cord-like effect. From the black stockings we get the cat with the braided

(*Continued on page* 44)

Where Street Play Is Safe

It's a little crowded for baseball in the street, and it's hard to keep in bounds, but it's fun!

THERE are a number of cities which for various reasons, chief among which is lack of play space, are finding it advisable to set aside certain streets at particular hours for play.

In Cincnnati, Ohio, where a street play plan has been in successful operation for over ten years, streets are selected on the basis of child population congestion, traffic flow, surface conditions, and the attitude of the majority of the people residing on the streets. When the movement started considerable opposition was at first encountered, and much time was spent in securing approving signatures of the majority of citizens. An interesting gauge of the changed public opinion is the fact that after ten years of service committees from practically every section of the city, better residential districts as well as the downtown congested districts, began petitioning for playstreets, with leaders not only during the vacation period but throughout the spring and fall.

Plan of Operation

At no time since the first year of operation have the playstreets in Cincinnati been operated without at least two paid leaders in charge. The plan in use, as outlined by Will R. Reeves in the report of the Committee on Street Play presented to the President's Conference on Child Health and Protection, is as follows:

(1) Official barricades with city police signs designating the street as a playstreet are set out at both ends of each street promptly at 6:00 P.M. These stanchions do not extend from curb to curb as residents on the streets are permitted ingress and egress. Other automobile drivers who ignore the signs are arrested and fined. As soon as it becomes close to dark, the lighted lanterns are hung on the barricades. The streets are closed to play at 9:00 P.M. The supervisors are held responsible for the use and care of the barricades, lanterns, street showers, and play equipment. All this paraphernalia is stored with a resident on the street.

(2) No hard ball or soft ball is permitted on these streets. The games are limited to volley ball for the older boys and men; kick ball, captain ball and center ball for the girls and young women; long base (substitute for baseball) for the smaller boys; an singing games, circle games and storytelling for the little children. Hand equipment is provided for jackstones, checkers, modified quoits, hop Scotch, O'Leary, bean bag

And modern methods of closing streets make even tracks safe for young players.

throw and numerous other small group and individual games.

(3) When the surface permits, all major game areas are marked off with granolite, one treatment lasting for the summer period.

(4) Every regular participant, junior or senior, is registered. The registration card carries the sex, name, age and address. A child must register on a playstreet or playground. No interchange of registration is permitted.

(5) Every street is provided with a bulletin board on which newspaper clippings, bulletins, and games rules, are posted.

(6) After the second week of operation regular teams in senior and intermediate volley ball, intermediate kick ball, and intermediate and junior long base are organized and scheduled for inter-playstreet games. Every "traveling" street team must be accompanied by the play leader excepting the senior volley ball team. All inter-playstreet games are played for the playstreet championship silver cup. The junior "C" emblem given for good conduct, good sportsmanship and athletic ability, is awarded on the basis of one for every fifty registered boys and every fifty registered girls.

Curbs are very handy—especially when you're shooting—checkers!

(7) Two trained gypsy storytellers are sent twice weekly to each playstreet. Transportation is furnished for these storytellers by the service clubs (Kiwanis, Rotary, Lions and others).

(8) The Traveling Theater with a program for both adults and children visits each playstreet five times during the summer. It is not uncommon for these amateur actors, singers and instrumentalists to entertain an audience of some 800 to 1,200 people, most of whom stand throughout the performance and many of whom occupy "box seats" in the tenement house windows. For many of these people their only theater going experience is with the theater-on-wheels.

In Cincinnati the Traveling Theater has been a propaganda and educational medium. From the stage and before the performance, officials from the Public Recreation Commission speak of the ideals and purposes of the Recreation Commission, the neighborhood recreational needs, sportsmanship standards for spectators as well as for participants, the obligation of the hostess street to visiting players, and the way to act when a game is won or lost. Tax levies and bond issues for recreation also come in for their share of the discussion.

(9) Just before the street is closed, on hot nights, especially constructed streets showers are attached to the street fire hydrant, and the children enjoy a shower.

Suggestions to Playstreet Workers

The Cincinnati Public Recreation Commission in its "Rules, Regulations and Instructions," 1931, has issued the following suggestions to leaders:

1. Streets are to be ready for play (stanchions in place and all hand equipment out) by 6:30 P.M. sharp and closed at 9:00 o'clock unless it is still light. Lanterns should be lighted at dusk.

2. The program of work on your street should follow along these general lines:

From 6:30 to 8:30 continued activity in games for all ages of children.

From 8:30 until dark special features can be engaged in. Suggested activities for this time are boxing, team relay races, athletic events, such as hop, skip and jump, broad jumping, basketball throwing and dashes.

3. Group activities between 6:30 and 8:30 should be as follows:

Each leader, male and female, is expected to have three groups or more representing ages 8, 12 and 15 years, participating in games. It is advisable to spend a portion of time with each group and enter the game with them. On leaving groups, designate a leader to carry on the game.

The games director should make every effort to get all the children to participate in the play activities.

Watch for late arrivals and newcomers and place them in their age group. It may be necessary to go along the sidewalk at intervals and gather the unassigned children.

Remember you are responsible for play activities, but do not become interested in one group to the exclusion of others.

4. The program for each evening's work should be varied. There are many books on games from which you can obtain any number of good games. From time to time, suggested programs and instructions will be given you. The type and number of activities will determine the success of your playstreet.

5. It is necessary that playstreet leaders develop and maintain a friendly relationship with the residents on the street. A cheery "hello" and some comment about play go a long way. In case of any dispute, give the resident the benefit of the doubt.

6. The male leader is responsible for placing stanchions and lanterns on time and for distributing and collecting play equipment. The equipment should be checked each evening.

7. When machines are left on streets after 6:30, request the owners to move them. Ask in a kindly way—do not order them to do so.

8. Leaders are urged to designate some place on the street for bulletins and announcements. Window shutters have been used to advantage in former years. Arrange to do this immediately—it will help in your future program of work.

9. When the gypsy storytellers visit the street, the woman leader should gather the small children, make certain they are in a quiet and suitable place, and then resume work with the older groups.

10. Boxing should not be attempted during the first week or two. Be certain that your street is organized and well under way before you encourage this action. The male leader should arrange to supervise the boxing bouts or place some reliable person in charge. No bout should be over three one-half minute rounds, with sufficient time for rest between rounds. Boxing is an excellent exercise, but it must be carefully supervised. Discourage slugging; teach the boys to refrain from hitting when one or the other is off his feet; urge the boys to retain control of themselves; make them shake hands before and after contest; encourage fair play and true sportsmanship.

11. Leaders are required to submit a weekly report to the office. Blank forms for this report will be furnished you.

12. No regular uniform is necessary for leaders but you should dress in a manner appropriate for active play.

13. Activity is the essential thing on a playstreet and you are responsible for it. Make a practice of having several new games ready for any emergency. You are required to have an exact knowledge of all the rules and regulations of such standard street games as volley ball, kick ball, long base, center ball, dodge ball, etc. You are required to have an exact knowledge of such games of low organization at Cat and Rat, Squirrels in the Trees, Bear in Pit, Wooden Indians, and Prisoners Base.

14. A list of games which you should know and teach will be furnished you.

15. The summer activities on the playstreets will culminate in a play day to be held in one of our parks the latter part of August. You will be expected to enter representative teams in volley ball, kick ball, long base, with boys, girls and young men competing. Athletic events such as relays, basketball throw will also be held. You will be given definite information later on, but this is advance notice; begin now to arouse interest in these activities.

16. Suggestions as to any phase of the work are always appreciated.

17. Remember—Your task is to get the children to play and to use this great play instinct to make them better mentally, physically and morally.

Courtesy Radburn Association

Give a child the opportunity to follow his natural urge to create, and you are helping develop an interest in hobbies.

Promoting Art Hobbies

By RUBY M. PALMER
Director Junior Department
Santa Barbara Recreation Center

A hobby is a life saver. It may be studying angle worms or painting pictures, but there must be some interest outside our routine.

IT is the duty of every individual to maintain for himself a high type of morale both for his own sake and his work, and for the sake of those with whom he comes in daily association. He cannot do his best work or live as satisfactory a life if he does not in some manner partake of regular and systematic mental and spiritual relaxation and refreshment.

The surest guarantee of this desirable state is the acquiring of a live interest in something totally and completely apart from the daily routine of whatever his occupation may be.

A hobby has long been recognized as a life-saver in a great many instances.

We constantly hear the worn out phrase about the "tired business man" and his golf, or his indulgence in a musical comedy to make him less tired. Or he may be the type that collects stamps, or plays bridge, or, if he is rich enough, he collects art objects from different parts of the world, or it may be reading, or music. However, of all these and other forms of hobbies, those which have the power of bringing out the inborn creative tendencies will perhaps be of the most lasting benefit to all of us.

The Arts as Hobbies

The arts had their beginnings in primitive times during the hours of leisure when our forefathers were having a respite from hunting their food or fighting their enemies. "Necessity is the mother of invention," and so it was necessary to invent and develop those things which made life easier and more comfortable for themselves. Thus through a long slow process the arts of weaving, pottery, basketry, painting, sculpture and metal work, came into existence and were developed to a high degree of perfection. It has been said that "human culture consists largely of accomplishment in such primary crafts as spinning and weaving, working clay, wood and metal, and applying decoration."

The increase of leisure time due to the over abundance of and efficiency of labor saving machinery confronts our country with a serious problem which grows more complex every day. This age of speed has perhaps been so fast that it has pushed ahead of us and we find ourselves with an excess of empty time on our hands. What are we going to do with it? Couldn't we better prepare ourselves for a future of even more leisure than we have now, and train our children to

use it in a constructive way instead of a destructive one? In other words, beat Satan to it!

You can't paint pictures by machinery and there is such a thing as a bowl being too round, a plate too smooth or too perfect in design. It becomes uninteresting. Perhaps because some will-o'-the-wisp quality of charm is lacking in the machine-made article that is present in the handmade thing which has in it a part of the personality of the artist who created it, it has become alive and there is only one of its kind, not a thousand.

The development of the arts may be one of the solutions for the problem of increased leisure, and we find that much more than in the past is the training in the arts and crafts becoming a part of the educational program of our schools and universities.

Let us look at it from the child's angle first. In every child is the natural instinct to create, whether it be a mud pie, a kite, a boat, or a dress for a doll. The wise training and direction of this tendency toward constructive, character building occupations, rounds out the child's personality and gives him a zest for life. Youth is full of energy. It must be guided in the right direction. It must have an outlet. Bottle it up and it is as though you put a cork in the spout of a boiling kettle. What happens? An explosion is sure to follow.

Handicraft is valuable as one form of outlet for several reasons. "It demands accuracy, neatness, order, perseverance, initiative, and through the attainment of these habits it strengthens the will, while appreciation of property created by one's own labor, brings about a new attitude toward thoughtless destruction."

Aside from these worthwhile points, crafts instruction develops in children a love and appreciation for beauty in form and color, gives them a power to recognize the best in art and turns their tastes from the cheap and tawdry to the simple and lovely things of every life with which they live.

Occasionally we come unexpectedly upon a surprising degree of talent. Perhaps the child is unaware that he possesses any particular skill along certain lines until he learns the possibilities, for it has been said that "skill, taste, and tendency awaken only after contact with material and tools." Where industrial arts is a part of the educational system in a community, the additional stimulus of a workshop where the child can develop his own ideas tends to forward his interest in his school work.

And now for those of us who have passed childhood's enchanting state and have entered into the serious business of living. Physical fatigue can easily be cured with sleep and rest but real fatigue is principally a mental state and its relief comes largely from a form of satisfying mental recreation. Physical exercise, music, drama, all have equal value but to different personalities different forms of recreation appeal. We are concerned here with art hobbies.

Real art in any form, in order to succeed, cannot be hurried in execution. With more and more time on our hands, we shall be able to develop the esthetic side of our personalities and open up for ourselves a fuller and more beautiful existence perhaps. Friendship and good will are greatly needed in this world we live in and one powerful weapon in breaking down prejudices and misunderstandings is the uniting of a group in the common interest of sustaining an artistic cause. Perhaps I can best illustrate what I mean by getting to the subject of the Santa Barbara Workshop.

The Santa Barbara Workshop

Like all such undertakings, it started in a very small way with a woodwork class for a few boys in the cramped and inadequate balcony of our old gym, with myself as instructor. The class was an enthusiastic one and the next year it was twice as big. Then the earthquake came along and knocked our old gym into a heap and the woodwork class was moved to the main house where we added sewing and craftwork for girls. This was not very satisfactory on account of the noise. Our building houses so many different kinds of groups at the same time that we found it impossible to run a musical program downstairs with the hammering and pounding of fifteen or twenty boys overhead. When I came back from my vacation the next summer I had a surprise awaiting me. I was led to the window and told to look out. What I saw, to my delight, was

"Unoccupied leisure is deadly, stifling, fatal to life and happiness. Something to do, something to enjoy, something definite and regular to be accomplished---these are the only salvation for the man who is retired. . . . If he hasn't a hobby now, he should begin at once to cultivate one, and the earlier in life he begins, the better for him and for those with whom he is to associate."---*Thomas Arkle Clark, The Rotarian*, March, 1932.

one of the empty stores across the street with the words, "Recreation Center Children's Workshop" painted in large letters across the front.

From that time on, in spite of struggles for funds and the criticisms from those who think we put too much money and energy into this phase of our work, the Shop and Junior Department has grown from ten or twenty boys to an active membership of two hundred or more regular comers and an average yearly contact with five hundred individuals. The activities consist of the following:

There are two woodwork classes per week with an enrollment of twenty-five boys. As manual training is not available to the children in Santa Barbara schools until they reach junior high school, it goes without saying that this group is a popular one. It is guided by a young man with a rare understanding of boys and a sympathy for their enthusiasms.

Hobbies--one solution for the problem of increased leisure.

Courtesy Westchester County Workshop

A mental work class, for boys also, has turned out some remarkable work and in several instances decided talent has been brought to light. A sewing class for girls meets once a week and an effort is made to forge a connecting link between the class and the homes of the girls in teaching them to make the articles of clothing most needed.

The Play School is made up of tiny tots, four years to nine. They learn simple handiwork and supplement it with games, stories and simple dramatics.

No group is more enthusiastic than the Girls Club. Girls between ten and twelve and mostly Mexican and Spanish as to nationality, they meet once a week for dramatics, once for sewing, and the big day is craft work day. It takes so little to thrill these girls and they get so much joy out of working together. It is surprising what they can do. They are given work with raffia, simple metal work and jewelry, tooled leather, bead work and various other forms of craft work.

The art of puppetry intrigues both boys and girls. This oldest of dramatic arts develops so many different angles of character. They learn modeling and carving in the making of their marionettes. They become interested in costume design when it comes to dressing the little figures. Color, line, form, design and proportion all enter into the designing and making of their miniature stage sets and properties, as does also the fascination of experiments with lighting effects. Usually they write their own plays and thus they develop further their powers of imagination.

The Junior Players group is a large one which writes and acts its own plays as well as those already published. The stagecraft committee of this group meets regularly in the shop to plan and execute miniature sets for their plays. Two classes per week are devoted to adults, one evening group and one in the afternoon.

Hitherto we tried having separate classes for separate crafts—one for metal work, one for jewelry, one for leather and so on. We found by experiment this year that it was more successful to have one class combining four and five handicrafts. In this way opportunity is afforded each individual to get a taste of several arts. Afterward he can decide what he wants to concentrate on or do a little in each one. The two classes are composed of women, although men are eligible if they wish to enter. Many different businesses and professions are represented as well as a few women who are in it just for the fun of it. Some

fine work has been turned out in copper, pewter and brass and combinations of these metals in such articles as bowls, plates, trays, book ends, desk sets, cups, picture frames, and any number of other beautiful things.

Purses, belts, book covers, portfolios and the like have been made out of leather and tooled in either Spanish or Italian manner; sometimes they are colored with dyes in rich color combination. Hand wrought jewelry consisting of rings, bracelets, pendants, and pins are made of silver and set with semi-precious stones. Lamp shades also come in for their share of popularity.

While it is not primarily our purpose to prepare the children or grown-ups in our shop for more productive wage earning occupations, and though handwork is more and more used as a means through which to discover dormant interest and ability, there have been a few instances where the start they have received in our workshop may lead to definite following of certain professions. We are tolerant, to a reasonable degree, of crudities and mistakes provided they are accompanied by real effort; on the other hand recurrent and increasing emphasis is placed upon the fact that careful, accurate workmanship will produce a more perfect piece of art work and give more complete satisfaction to both the artist and the possible purchaser. This brings to mind another branch of the Workshop.

Students may, if they wish, sell their work through our salesroom and pay us a small commission. We also take certain types of work from people who do not attend the classes or use the shop, and sell it for them if we can. This not only helps them financially but the knowledge that they are able to create something of sufficient distinction to be salable stimulates them to higher effort and brings to them a distinct increase in self-respect that comes from the realization that their work is worthy of being paid for.

Some of the children's classes require the payment of a small fee and if the child is unable to pay he is given a chance to earn it in the shop. Or if he shows particular interest or talent he is given a scholarship. Adults pay at the rate of a dollar a lesson (or fifty cents per hour) but are asked to do this in advance. It is our desire to maintain enough adult classes during the hours when children are in school to pretty much support the rest of the shop. Those who know how to work but have neither the tools nor the place to do it are able to use the shop and its equipment at the rate of thirty-five cents an hour.

There have been many interesting individual experiences. A woman joined the class in metal work who was just recovering from a nervous breakdown. She wasn't sure that she could stand the noise but she tried it, and after a few weeks nothing could have pried her away from that shop.

Another woman, also ill, came into the class and enjoyed it to the fullest extent until her health forced her to give it up. I had a card from her at Christmas saying she only had two months to live. I suppose she has gone by this time, but while she was here I am glad we were able to help her morale a little. Still another woman, a victim of an unhappy marriage which had caused a bad mental break, was with us for two years doing art metal work and tooled leather and receiving from it a healing power far beyond any medicine made.

A boy handicapped by a muscular affliction since birth is gradually out-growing his handicap and learning to use his hands in a way that is astonishing. A fourteen year old boy from a very undesirable home condition has found his outlet in puppetry and dramatics. It was hard at first to get him to speak scarcely above a whisper, but he comes regularly and often to work silently and industriously on his puppet and gradually he is getting over his diffidence and shyness, and we hope eventually to be the means of releasing him from this bondage of fear that he is laboring under now.

I would like to see our shop or some other shop become a real community project in Santa Barbara where any one could come and work or receive instruction in any craft he wanted without any charge except for materials. A craftworkers' guild is a fine thing provided it is managed properly and by the right people. This might be one way of financing such a piece of work.

However, when the city treasurer (who is a woman) rushes into the shop during her noon hour to tell us excitedly about a new idea she had about a light fixture (while she was making out John Smith's tax receipt) and asks that we help her work it out; or when a laboratory technician from the clinic escapes from her bacteria pets on her Saturday off and spends the entire day working in the shop on a piece of leather; or when a teacher succeeds in forgetting the trials of a teacher's life in the trials of soldering a ring without melting it, we feel that our workshop is indeed

(*Continued on page* 44)

Grace, joy and a sense of release from routine are expressed in this delightful form of dancing.

English Folk Dancing as Recreation

By MAY GADD
Director, New York Branch
English Folk Dance Society

It is a far cry from an English village green to the gymnasium of a New York school but English folk dancing has bridged the chasm.

IF you wonder what natural and spontaneous forms of recreation have been left to city-bound adults in an age labeled "machine," come with me some evening through the doors of a brick building in New York City. Men in white ducks, women in gay summer dresses, are running lightly through the figures of old dances. They arm, they hey, they swing one another, laughing as they arrive successfully at the final bow that honors their partners. In another room you hear the click and tap of sticks accenting the tune the fiddler plays, or you see white handkerchiefs waving in the more vigorous morris dance.

It is a long, long road from the green of a quiet English village to this bare and business-like school gymnasium. But English folk dancing has come along that road into the busy lives of New York men and women. Because it is one way to meet the need for adult recreation—a pleasant and feasible way for other cities, too, we believe —its story is set forth here.

The Values of Folk Dancing

To the average dancer this evening is a release from desk work, a welcome change for mind and body. Except for the home-makers, many lead sedentary lives during the day. We have teachers, secretaries, accountants, statisticians, in our classes. We have photographers, nurses, social workers, artists, musicians, editors. Probaly the majority of our members come from the professional groups. With so many types of leisure-time interest open to them they would hardly pursue country dancing, week after week, unless they really enjoyed it. Most of them would say, "It's fun!" if we should ask them why they are dancing. There are many elements in that fun.

As exercise it is less strenuous than handball or a regular gymnasium period; more accessible than golf; fitted by its easy spring and simple running and skipping steps to keep the muscles limber but not to make them stiff. It is one of the few forms of physical exercise which can be indulged in socially, in the evening, and by men and women together.

Its sociability is the essence of the folk dance. Couples do not merely dance with each other, but are constantly shifting and progressing to form new combinations with others. Out of this springs the joy of teamwork, of forming part of a beautiful whole.

The traditional background has a strong appeal, too. Centuries of custom involving village festivities, court ceremonials, and religious rites and

symbols, have produced the dances we are dancing now. However modern we may be, these ancient associations give a fillip to the imagination, a sense of enduring value in music and motion.

One woman summed it up this way: "No matter what happens the rest of the week, or how worried or busy I may be, for two hours on Friday night I am quite happy. I can always count on that." And the editor of a nationally known magazine, who dances in one of our classes, declares that if people only knew what fun it is there would be thousands instead of hundreds dancing.

The Program

The season from October to May centers mainly around regular weekly classes, bi-weekly country dance parties, and the festival held in April under the auspices of the Federation of American Branches of the English Folk Dance Society. One group of graded classes in country and morris dancing meets Thursday evenings, another on Friday evenings. A qualified teacher and an accompanist (on either the piano or the violin), comprise the necessary staff for each class. By using school gymnasiums with their nominal rent we find it possible to offer a course of lessons at an average fee considerably less than $1.00 an hour per person, which in a large city is unusually low for a strictly self-supporting form of recreation.

On alternate Tuesday nights we hold a general country dance party open to all members of the society and their guests, whether or not they attend the regular classes. The program includes dances of varying degrees of difficulty. At least two are so simple that they can be taught to every one, even "first timers."

Of the festival itself I should like to say more than space permits. It is a gay and joyous occasion at which several hundred dancers from various eastern centers gather. This year it is to be held on April 23, in the Seventh Regiment Armory. Groups in suburban communities, in schools and colleges and churches, receive the list of dances ahead of time and begin special rehearsals so that they can prepare to take part in the massed dances along with the city classes. Individual members get groups together and coach them. It is a thrilling sight to the spectator in the balcony as he looks down on the evolutions of all the dancers, making the huge floor gay with color and movement, but it is equally thrilling to the dancer to be part of so large a group and see his own steps form part of the whole charming pattern.

English folk dancing is by no means limited to those of British descent. They dance side by side with Americans whose ancestors came from other parts of the world. Our branches in the United States are, of course, affiliated with the English Folk Dance Society. Teachers approved by the society and trained either by the late Cecil Sharp or by those associated with him teach in the different branches, and these branches can, and do, supply or recommend teachers to other groups.

Branches in Other Cities

Boston has a well organized branch, with numerous classes; New York conducts activities such as those outlined, and there are groups in other cities, including Rochester, N. Y., Pittsburgh, Cleveland, Chicago, San Francisco, and Palo Alto, though they are not yet organized as branches. In spite of the variety of plans through which it is offered, too many persons still think of English folk dancing as belonging to academic circles. Physical education classes in schools and colleges are natural places to learn folk dancing, but it has not begun to make its contribution to American life until it steps out of school walls and into the country club, the church social hall, the mountain climbers' lodge. I believe there are many men and women who are not satisfied that golf and contract bridge are the only kinds of recreation open to them, and to whom the totally different kind offered in English folk dancing would appeal strongly.

The release it offers from desk work, the change it affords for mind and body, the enjoyable physical exercise involved, which can be indulged in by men and women together, its esssential sociability and the strong appeal of its traditional background make English dancing one of the most delightful of recreation activities for adults. The age-old associations of this dance form give a sense of the enduring values in music and motion.

That is why, even in a year like this, new members are presenting themselves and new groups are being formed. One of the most interesting developments is that of suburban classes served by teachers from near-by metropolitan centers and operated for the pleasure of Mr. and Mrs. Commuter.

I should, perhaps, mention one special contribution of the

(*Continued on page* 45)

Horseback Riding in a County Park System

Where the automobile must retire in favor of the horse.

Courtesy of the Albertype Co., Brooklyn, N. Y.

Starting at the stable in the Reservation, riders soon find themselves following beautiful trails.

By W. RICHMOND TRACY

Engineer and Secretary
Union County, N. J., Park Commission

As we all know, with the advent of the gasoline engine the horse was replaced on the public highway by the automobile and truck. This same machine, however, because of the resultant sedentary habits developed by man through the various labor saving devices, has popularized the horse and all equestrian sports for recreational purposes during the past few years, far beyond the fondest dreams of horse lovers of twenty years ago.

Hunt clubs, members of which are up at daybreak to follow the hounds over hill and dale and back for an early breakfast, are to be found in numerous suburban communities. Riding for exercise and recreation has also had a great impetus in recent years. Riding stables have sprung up in numerous towns and cities in the metropolitan area. Riding clubs which until recently had barely enough entries for a full day's program are now scheduling two- and three-day horse shows.

All those living in closely built up areas and desiring to ride are always confronted, however, with the problem of finding, on unposted property, trails and paths suitable for horse and rider. Recognizing this need the Union County Park Commission has made provision for bridle paths in all of the larger units of the Park System. At the present time there are about thirty miles available and many sections are surfaced with cinders, making them usable during the winter months. In the Watchung Reservation of about two thousand acres, the largest unit in the system, there are twenty-five miles of carefully prepared trails where a person may ride all day without encountering a motor vehicle. The open weather enjoyed so far this winter has permitted the riders to engage in their favorite sport daily. The trails have not frozen and the warm sunny days have found numerous riders taking full advantage of these facilities.

The Commission has a large stable, having a capacity of fifty horses, located in the Reservation. Good roads lead directly to the stable and people may travel here in their cars and then enjoy this large wooded area by riding over the many delightful trails which lead into areas inaccessible by auto. Horses may be boarded at the stable by the week or month, and there are about twenty

(*Continued on page* 45)

Modern Babes in the Woods

By S. ELEANOR ESCHNER

There are many fascinating projects through which children are being initiated into the mysteries of Nature.

Courtesy American Forests

Winners of the American Forestry Association medals with their attractive Nature notebooks.

THE Forestry Notebook Contest has given an opportunity to the children of the Nation's Capitol to compete for the group of medals awarded by the American Forestry Association, whose medals are distributed yearly in a number of states. Many essay contests have been held through the program of the association, while the planting of trees, tree identification and the preparation of forest posters have been popular. The notebook contests, however, aroused more general interest among the children of the District of Columbia.

During the past summer the District of Columbia Congress of Parents and Teachers sponsored a Forestry Notebook Contest as a vacation activity. Mrs. Eschner, State Chairman, Forestry Notebooks, tells how the contest was promoted.

The contest held last summer was the second of its kind conducted in the District of Columbia. The first had its origin in the joint efforts of the Art and Nature Departments of the public schools, in cooperation with the American Forestry Association and the District of Columbia Congress of Parents and Teachers. Fifteen hundred books were presented for judging in November, 1930.

The Second Year's Contest

The scope of the contest was broadened the second year by enlisting the interest of all local parent-teacher groups, and mass meetings were arranged in each diivsion before the closing of schools in June. This plan had the desired effect, for after the summer vacation the notebook contest boasted 4,000 entries, and the books made with the help of the parents showed a marked improvement, particularly in the treatment of specimens collected during vacation days.

Plans for the second year's contest were published early in June so that the boys and girls about to leave the school for their vacations would find in it an interesting summer time occupation. The children of the fourth, fifth and sixth grades of the schools of the District of Columbia and surrounding metropolitan territory were invited to participate. Facts regarding the contest were sent to all teachers of these grades, with definite contest rules.

Trips to the woods brought knowledge of the life of the forest, and leaves, bark and the fruit of the trees were gathered for the notebooks. The only rules of the contest were that the books must be made by the children and must not be under 8 inches by 10 inches nor over 18 inches by 24 inches. Pictures illustrating bird and forest life, including wild life, could be used, and stories of many forest occupations, lumbering, camping, fishing and hiking, might be written or clipped.

In September the materials collected during the summer were assembled in the classrooms under the leadership of the teachers, and the books were put in shape for entering the contest. Leaves, bark, wild flowers and seeds were perfectly preserved and protected by a wrapping of cellophane. Butterflies were carefully mounted,

(*Continued on page* 46)

Courtesy Playground Association of Philadelphia.

World at Play

A Twenty-fifth Anniversary

On March 7th the Playgrounds Association of Philadelphia celebrated its silver anniversary. Six of the Board of Directors who were charter members are still serving on the Board and taking an active part in the program. Mr. Otto T. Mallery, a member of the Board of Directors of the National Recreation Association, has held office in the Playgrounds Associations of Philadelphia since its organization. The first president was the late Governor Martin Brumbaugh, who when he became president was Superintendent of Schools in Philadelphia. In the entire history of the association there have been only four presidents.

The association has been responsible for the initiation of many of the recreation projects of the city. Chief among these services was the setting up of the original Board of Recreation which later became the Bureau of Recreation. In the beginning the association turned over sixteen playgrounds of the city as a nest egg, holding title to two of the properties which it still operates.

An Optimistic Report

"Greatest year for sports and books, with all records broken for playgrounds, diamond ball, golf and library! Year closed with cash surplus. Biggest tax cut in city's history."

These are a few of the headlines in the story of 1931 as told by reports in the office of the City Manager of Beloit, Wisconsin, H. G. Otis, himself once a recreation worker. Mr. Otis in his reports states that 112,478 people attended the six summer playgrounds—more than twice the number in 1930, while municipal golf with the new club house, enlarged course and splendid greens, chalked up 41,914 rounds of golf. This is a course record and a gain of 43 per cent over 1929. Book circulation at the public library jumped to 128,416, an increase of 44 per cent from 1929.

Boys' Week in 1932

Boys' Week will be celebrated this year from April 30th to May 7th. During this week every effort will be made to "focus attention upon the boy as one of the world's greatest assets by making the nation think in terms of boyhood." The National Boys' Week Committee, 211 West Wacker Drive, Chicago, Illinois, has published a manual of suggestions for the observance of Boys' Week. Copies of this manual may be secured from the Committee.

Westchester County's Music Festival—The Westchester County Recreation Commission is preparing for its annual music festival which this year will be held May 20th and 21st at the County Center in White Plains. There will be 1,500 people in the combined choruses from the various communities. Albert Stoessel will conduct the chorus, while well known soloists of the concert stage and a symphonic orchestra of eighty pieces will assist in the performance. Opening on the first evening with Haydn's famous choral work, "Spring," the Choral Society on the closing night will present as the climax of the festival Beethoven's Ninth Symphony, especially arranged by Mr. Stoessel to bring it within the range of amateur choral performers.

Badminton in Montreal — There were six hundred entries in the city and district Badminton tournament which started January 23rd in Montreal and ran for a week. Only twenty of these were for the junior events for boys and girls, the age limit of which was sixteen years. Five hundred and eighty people entered for the adult events including women's singles, women's doubles, men's singles and men's doubles. The age range of the competitors ran from twenty-five to fifty-five years. "Interest in this game has grown tremendously in the past few years," writes Dr. A. S. Lamb of McGill University, "and it appears that it has come to stay."

A Successful Referendum Election—On the record of its past four years of service, the Niles, Ohio, Recreation Service with the backing of many local groups, including the Juvenile Court, carried on a successful campaign in a recent referendum election which decided the question of the continuation of the recreation program for the next five years. A fact which was effectively used in the campaign was the marked increase in attendance at the playgrounds from 25,508 in 1928 to 47,443 in 1931. In 1928 there were 38 cases brought to the attention of the Juvenile Court judge; in 1931, only 16.

Austin, Texas, Acquires a Tract of Land—On December 15th Austin, Texas, took a referendum vote on the offer made by Col. A. J. Zilker, Sr., to the effect that if the city would purchase at $200,000 a large tract of land adjacent to the Columbia River he would donate that sum to the Austin Vocational School. The proposal was carried by a vote of two to one.

Safeguarding Children—The entire program of the 1932 Convention of the National Congress of Parents and Teachers to be held in Minneapolis, Minnesota, May 15th to 20th, will be built around the theme of "Safeguarding Children through the Present Crisis." The subject will be considered from the point of view of safeguarding the child through the home, the school and the community.

School Centers Popular — The Recreation Department of York, Pennsylvania, on January 11th opened three school centers. Within two weeks there was a registration of nearly 600 individuals. Each center has had an average attendance of 125 to 150 people, and this is increasing each week. The average age of those attending is about eighteen years, and most of them are unemployed. Center activities include basketball for boys and girls, tap dancing for girls, boxing and wrestling, checkers, table tennis, cards, table bowling, community singing and social dancing.

A Gift to Philadelphia — Through the bequest of Miss Lydia Thompson Morris, Philadelphia has been offered a very notable gift in Compton, the Morris estate, located on one of the highest points in the city. Long famed for the beauty of its location and its view, under the Morris ownership it has been developed as a garden spot of renown among horticulturists. Its Japanese gardens are one of its distinguished features, while the possession of many rare and exotic plants makes it a place of interest to the student of botany. Richly endowed through the gift of Miss Morris it is expected to become an outstanding place for study, and under the control of the trustees of the University of Pennsylvania, named in the will, the Morris Botanical School and Museum will be a notable agency in promoting local interest in botany.

Kenosha's Symphony Orchestra—The Department of Public Recreation of Kenosha, Wisconsin, has a symphony orchestra of sixty players of whom about six belong to the Musicians' Union, which is giving splendid cooperation in the project. The group makes no charge for its concerts and no one is paid except the director of the orchestra. The orchestra gives three concerts a year, the Recreation Department meeting the entire expenses which does not amount to more than $150. The activities of the orchestra are a real contribution, it is felt, to the musical life of the community.

Los Angeles Plans City Athletic Federation—Plans are under way for the formation of a municipal Athletic Federation in Los Angeles which will comprise all sports groups and associations now existing in the city under the auspices of the Playground and Recreation Department. There are at the present time athletic associations for the direction of tennis, basket ball, baseball, volley ball, horseshoes and other sports, with each association controlling numerous leagues and individual clubs. Under the proposed plan municipal athletics in the city would align itself with other amateur sports authorities and the entire program would be enlarged and benefited.

A Gift for Ann Arbor.—The Ann Arbor, Michigan, municipal golf course will be expanded from nine to eighteen holes by the gift of 62.72 acres of land to the Board of Park Commissioners by the Detroit Edison Company. As soon as the lease has been formally executed about forty-five men will be put to work clearing the property.

Golf for Industrial Groups—Among the activities provided through the Division of Industrial Recreation of the Department of Playground and Recreation of Los Angeles, California, is golf. Golf classes are held every Wednesday evening in the swimming pool building of Griffith Playground from 6:00 to 9:00. Group instruction is given at ten cents per half hour; individual lessons at $1.00 per half hour. Golf equipment is supplied without charge. There is an excellent outdoor putting green for which the fee is ten cents for eighteen holes or twenty-five cents for the day.

National Child Health Day.—Among the fundamentals on which the National Child Health Day for 1932 will focus attention are three elementary necessities—the nutrition of our children, the importance of an adequate, clean and safe supply of milk, and the protection of motherhood. "A measure of the joyfulness associated with May Day should be a part of a every day's health program. In 1932, therefore, even more than in recent years, every citizen interested in the health of children in supporting community measures for recreation. Since, in the words of Dr. Miriam Van Waters, young people need 'flowers, trees, water, earth and rocks,' we should extend rather than curtail the development of parks and playgrounds, nature study, artcraft, and hobby clubs."

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Daga Loom No. 25—$2.50 with a 20/2 warp and packed in decorated carton
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Daga Loom No. 35—$4.00 with a 20/2 cotton warp, packed in decorated carton
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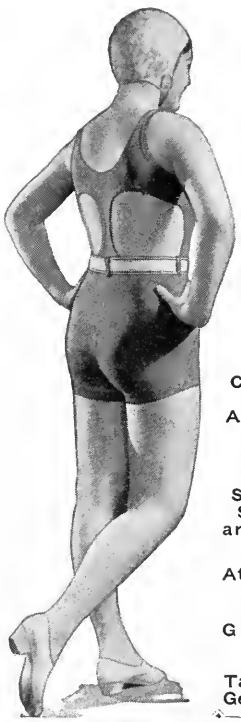

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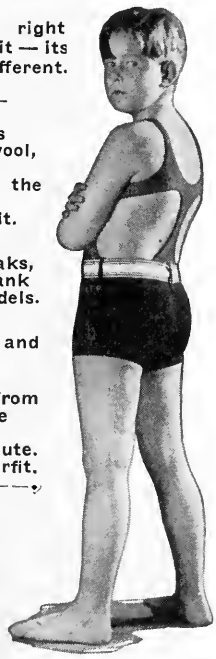

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Drama and Music in Evansville — The Evansville, Indiana, Recreation Department promotes a children's theater which meets at 10:15 every Saturday morning at the Temple of Fine Arts. Plays are presented by the elementary and high schools of the city and by the high schools of surrounding territory. The plays are broadcast in the presence of the children who are admitted free of charge from the public and parochial schools. Because of space requirements tickets are given to a limited number from each school. On a recent Saturday morning one school presented a marionette show for which the marionettes had been made by the children. On February 27th the Recreation Department held its second annual tri-state one act play contest. Eight high schools took part, four from Evansville and four from nearby towns.

On February 16th the Evansville Civic Choral Society, numbering three hundred men and women, presented "The Messiah," the second annual production.

Music Program to Continue—In spite of the reduction of the recreation budget in Cranford, New Jersey, the symphony orchestra will continue. This has been made possible by the fact that the director and the four professional musicians in the orchestra of seventy have agreed to give their services. A further economy will be effected by the elimination of printed programs, the plan being for the director to announce each number and give the explanatory notes.

Members of the community chorus are being canvassed for an expression of opinion on the plan of paying $1.00 a year dues for the purchase of music. The conductor will contribute her services.

A Bait and Fly Casting Tournament—The Department of Public Playgrounds and Recreation of Reading, Pennsylvania, urged the fishermen of the city to get in trim for trout season by taking part in a bait and fly casting tournament held in the armory on February 29th. The events consisted of one-half ounce bait casting contest at unknown distances and an accuracy dry fly casting contest, 35 feet in a 30-inch ring. "You don't have to be a champion," read the invitation, "to get into the tournament. Get that old rod, line and reel out and try your luck. We are all novices at this game."

Louisville's Play Tournament — A one act play contest, open to all non-professional dramatic groups in the city was held on March 28th, 29th and 30th in the University of Louisville Playhouse. Contestants were divided into age groups as follows: Junior high school age, senior high school age, and open (no age limit). An entrance fee of $3.00 was charged upon registration, and each group was given $3.00 worth of tickets which could be used to defray the entrance fee.

A Play Day for Women—On January 31, 1931 Los Angeles housewives temporarily abandoned brooms for bats and juggled volley balls instead of dishes at the Play Day for Women held under the auspices of the Playground and Recreation Department. From widely scattered sections of the city the women came to the Armory at Exposition Park to enjoy a day of play together.

Hiking the Year-Round—The great popularity of walking trips in Westchester County, New York, and its environs has led the Westchester Trails Association, which had previously planned trips only in the fall, winter and spring, to arrange for week-end and Sunday outings during the summer months. Another innovation will be the exploring of fairly unknown hiking territory and the blazing of new trails.

"To Promote and Encourage All the Arts"—The American Federation of Arts, Bar Building, Washington, D. C., is performing important services in the encouragement of the arts through a number of channels, among them traveling exhibitions, package libraries, and the publication of literature. Recreation workers will find it helpful to learn more about this organization and avail themselves of its services.

A Hockey and Sports Camp—The 1932 Mills College Field Hockey and Sports Camp will be held from June 25th to July 23rd on the Mills College Campus, Oakland, California. It will be a "pre-Olympic Games session," scheduled early enough to permit those who attend to include both summer session work and the important meetings to be held in California in July and August. Further information may be secured from Miss Rosalind Cassidy, Mills College P. O., California.

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Again—Play Night at the County Center—The Monday play nights at the Westchester County Center, announced in the February issue of *Recreation,* are arousing much interest. On the second Monday evening there was a total attendance of about 450 individuals actively taking part in the program. To accommodate the young people of high school age who have been coming to the center, the hour from seven to eight has been set aside for their exclusive use. After this the facilities are at the disposal of adults over eighteen years of

THE CHILD AND PLAY

By

JAMES EDWARD ROGERS

Director, National Physical Education Service
National Recreation Association

What must be done to bring to every child his rightful inheritance of happy and beneficial play? This vitally important question is answered in this book, which explains in readily understood language for busy parents, teachers, and playground directors the invaluable findings and recommendations on children's play which were developed by the various committees of the White House Conference on Child Health and Protection. The book discusses all aspects of play, inside the home and outside the home. It describes the play impulses of the child and points out how present-day agencies and facilities are providing for the expression of these impulses, and wherein they fail to meet the entire need. *Octavo, 204 pages. Illustrated.*

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age. One of the splendid things about play night is the opportunity it affords to teach many people who have had no previous experience in the activities how to play basketball, archery, ping pong, shuffle board and quiet games of many kinds, thus laying the groundwork for a more interesting time later.

Social Dancing in Los Angeles—No group of young people under eighteen may have a permit to make use of a playground building in Los Angeles, California, for a social dance. Adults must make application for such a permit, must invite the young people and must supervise the activity if a permit is to be given for social dancing parties for young people of high school age.

The Art Activities of a Settlement—Art activities play an important part in the program of the Irene Kaufman Settlement in Pittsburgh. On January 31st there was an exhibit of paintings made by children at the Settlement which conducts an art school for instruction in plastic and graphic arts, making use of the more important media, especially oil paints. Recitals by pupils of the music schools of the

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Among Our Folks

On May first, Tam Deering, formerly of San Diego, California, assumed the duties of Director of Recreation for the City of Cincinnati, Ohio, as successor to the late Will R. Reeves.

George C. Getgood has recently become Director of the Winnetka, Illinois, Community House of which Dr. J. W. F. Davies was for many years in charge. Dr. Davies is now connected with the Religious Education Association.

Miss Elizabeth O'Neill, formerly Supervisor of Playgrounds, Division of Physical Education, Board of Education, Philadelphia, Pennsylvania, has retired after many years of service.

Sioux City, Iowa, has appointed a new Director of Recreation in the person of John E. Gronseth of Duluth, Minnesota. Mr. Gronseth has resigned his position as Director of the Harlem Boys' Club, New York City, to accept this appointment.

Settlement are given for the benefit of the neighborhood, while the Irene Kaufmann Players present four major productions a year.

"School Management" — A new magazine, "School Management," dealing with the administration, equipment and construction of schools, has begun publication with offices at 11 East 32nd Street, New York City. Clyde R. Miller, Director of the Bureau of Educational Service, Teachers College, Columbia University, New York, is editor; George J. Hecht is president and publisher. The first issue contains an article by John Dewey, "America Needs an Entirely New Educational System."

Championships to Be Abolished in New York State—The New York State Public High School Athletic Association has begun action to abolish not only State basketball tournaments but all State championships. This action will begin to take effect after the games which have been scheduled for this year have been played. "The association," writes F. R. Wegner, Secretary-Treasurer of the association, "is fostering a wider athletic and physical education program for boys and girls through the stimulation of intramural activities and through determining principles which will aid the schools in setting up inter-scholastic contests on the basis of equality of competition. Believing in the educational principle of learning by doing, the association is encouraging

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and fostering schools to use this principle of conduct in interscholastic games so that winning as the object of the game may be supplemented with the more worth while objects of play."

Lawn Bowls in Worcester.—About twenty years ago Mr. Donald Tulloch, returning from a visit to Scotland, brought with him sixteen bowls and converted a tennis court at his home into a small bowling green. Thus bowling on the green was introduced in Worcester, and ever since a large group of men have played at this private green every summer. In 1929, Mayor O'Hara made a sufficient appropriation in the parks and recreation budget to provide for a public bowling green in the Green Hill Park area. There are now one hundred members in the Worcester Bowling and Curling Club, and on week nights and Saturday afternoons from twenty-five to sixty men play on the seven rinks. The erection of flood lights has made it possible to play for hours after sundown and from May until November the green is kept in playing condition. Members of teams from other cities occasionally come to Worcester to compete with the local team.

Popular Playground Projects

(*Continued from page* 8)

7. Square Dance "Swing Four Ocean Wave."
8. Cornhusking and Husband Calling Contests.
9. Square Dance "Rotate Four."
10. Schottische.
11. Square Dance "Change and Swing."
12. Square Dance.
13. Square Dance—Extra.

Athletics

The popularity of athletics never wanes. Twenty-seven play fields in Seattle, Washington, were reported last summer in the third annual relay carnival held under the auspices of the Park Board and the *Seattle Times*. An innovation was introduced in the sectional preliminary plan which made it possible to put on the carnival in a five-day period. The city was divided into three sections, one day being allotted to each for preliminary events in the fields of that particular area. More than 2000 boys and girls took part in the carnival which included three divisions of boys and two of girls. Boys were classified according

to height, while girls were grouped according to ages, those fourteen and fifteen years of age competing separately from those of thirteen and under. Playground ball throw for distance was an event in each classification. Each first place winner received a medal and ribbons were awarded second and third place winners. The winning play field took permanent possession of the banner emblematic of the city play field championship. The Park Board's 20-piece band was on hand to give added color to the event, leading the grand march of all the contestants.

Horseshoe pitching was a popular activity on the Seattle play fields, nearly all of which are equipped with courts. The Park Board held a junior horseshoe tournament late in August in which 80 young players competed for the city championships. The event came as a climax of the elimination tournaments held on the individual courts. Boys fourteen years of age and under pitched over 30-foot courts in one division, while boys fifteen and sixteen years of age played on regulation 40-foot pegs.

Giving The Girl A Chance

(*Continued from page* 17)

those interested in music, drama, handcraft, social and mental recreation.

There is a great need for more group activities which young men and young women may enjoy together. So many cities have had unfortunate experiences in mixed group play that they refuse to conduct clubs and dances for mixed groups. Other cities do not have a trained leader, the initiative or vision to provide for the needs of the "man crazy" young women for natural community groups. Thus the great need for employed girls is not being met in many cities.

More family play is essential. So often the complaint is heard that the family is being split up; each member finds his recreation in a different place. We need more family play activities, community nights, picnics, parties, home play suggestions, entertainments, music and dramatics.

A great need lies in the control of poor athletic programs for girls and women and the substitution of well selected activities. Some cities have beneficial athletics for girls but in others the players are exploited for the glorification of the coach, for the advertising value to the commercial firm from gate receipts of the organizer of the meet, backing the team, and in some cases, for the profit tournament or league.

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Camp Life, January 1932.

"Master of Science" in Organized Camping.
Training Courses of Interest to Counselors and Directors.

Parks and Recreation, February 1932.

Saveland Park—A Small Park for a Residential Neighborhood, by Alfred L. Boerner.
The Alama Placita—A Denver Park and Playground That Attracts the Motorists' Attention, by S. R. De Boer.
A German Park and Playground Designed by American Architect.
Acquiring Park Lands by Special Assessments, by E. A. Howard.
Is Recreation a Necessity? by V. K. Brown.
New Haven's Parks Keep Pace with Archery Movement, by Harold V. Doheny.
Building a Golf Course.
Regina's Parks and Playgrounds in Winter, by J. W. Craig.

The American City, February 1932.

Ridley Park, La Grange, Ga.—An Unemployment Relief Project, by E. S. Draper.
How City Planning and Civic Spirit Have Kept Springfield at Work, by Joseph Talmage Woodruff
New Boulevard and Memorial Drive for Trenton.
Unemployment Relief Work Creates Permanent Improvement.
Gift Restores Lost Park Site to City and Makes Work.
Tennis on a Reservoir.

Christian Citizenship, (Y. M. C. A.) Vol. 10, 1931.

Motivating Games, by Frederick Rand Rogers.

Scouting, March 1932.

Indian Pageant and Dances.
A Night Hike.

The California Parent-Teacher, March 1932.

Principles of Recreation.
Summer Playgrounds, by George C. Tinker.
Does Leisure Bring Happiness? by Ivah E. Deering.
Recreational Illiterates, by Winifred Van Hagen.
Neighborhood Activity Groups, by Mrs. H. C. Eichmann.
Alhambra Establishes a Community Clubhouse, by Mrs. H. C. Baldwin.
Recreation Program of Oakland Council, by Mrs. W. C. Heim.

The Rotarian, March 1932.

"Well, So I'm Seventy," by Thomas Arkle Clark. (A plea for hobbies.)

The American City, March 1932.

Present Day Swimming Pools Achieve High Standards of Design and Operation.
Sanitation Furnishes a Holiday Resort—Germany, by Gordon M. Fair.
To Serve the Living and Honor the Dead—Berkeley, Calif.
Items in a Million-Dollar Recreation Program—Los Angeles.

The Journal of the National Education Association, February 1932.
Character Building, a Community Enterprise, by Francis C. Rosecrance.

The Journal of Health and Physical Education, March 1932.
The Women's Division of the N. A. A. F., by Agnes Wayman.
The Third Winter Olympics, by Warren E. Johnson.
A County Play Day, by Joseph H. McCulloch.
Oklahoma City Junior High Schools Adopt New Intramural Program, by Joseph E. Roop.
20 Cardinal Principles for Women's Basketball, by Marjorie E. Fish.

PAMPHLETS

Proposed Everglades National Park
7th Congress—Document No. 54. Available from Government Printing Office, Washington, D. C.

The Buffalo Society of Natural Sciences—Seventieth Annual Report, 1930-31.

Annual Report of the Division of Parks and Recreation of the Department of Public Welfare, St. Louis, for Year Ending April 1931.

Twentieth Annual Report of the Playground Community Service Commission of New Orleans, La., 1931

Second Annual Report of the Board of Park Commissioners, Chillicothe, Ohio.

National Negro Health Week, issued by the United States Public Health Service, Washington, D. C.

May Day — National Child Health Day in 1931, published by the American Child Health Association, 450 Seventh Avenue, New York City.

Special Certificates and College Degrees for Students and Teachers
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PENN STATE SUMMER SESSION
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Wide variety of graduate, and under-graduate courses. Prominent coaching staff. Modern gymnasium. An ideal environment for health and study.
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Build it Yourself
If you have a home workshop, here's just the magazine you need. Each issue of Popular Homecraft is crammed with plans for making such beautiful and useful things as: Book Cases, China Closets, Bird Houses, Ship Models, Rustic Furniture, Lamps, Children's Playthings, Tea Tables, Antiques, Candle Sticks, etc. Covers wood-working, metal-working, lathe work, leather craft, toys, copper, brass and pewter work. Explains use and care of tools. A real "How-to-do-it" magazine. Scores of large, clear drawings make every step simple as A B C.

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Good Digging to You!

(Continued from page 23)

tail and from the flesh colored ones, the dolls with painted faces and woolen curls.

Small boxes, such as match boxes, are good for pasting projects. They can be covered with a single piece of envelope lining or made patchwork fashion. Three of the boxes placed one on top of another and bound around with wide ribbon become a doll's bureau when a tiny button is fastened on the front of each box. Powder boxes come in fascinating shapes and can be covered with bits from the upholsterer, as can perfume bottles. An interesting effect is secured by filling a good sized perfume bottle with hot water and then "painting" on the outside with crayons which melt from the heat of the water and blend.

A little sewing companion is a perennial favorite. To make one of these attractive sewing boxes, cut two hexagonal pieces from medium weight cardboard. Cut cloth about one inch larger than the cardboard pieces and cover each piece by basting edges of cloth together on box. Fasten the two pieces together with an over and over stitch to form the base. For sides cut twelve pieces of cardboard as per pattern, which may be made any size desired, and proceed according to the directions for the base. Join sides and base with over and over stitch.

None of the ideas we have are new. Things do not have to be new and startling for children to like them. If they are fun for the child to make and useful to him when done, they can be repeated year after year. The little toddler who goes with big sister this year, next year is big enough to come alone and in all probability she has secretly planned all winter to make what big sister made last year!

Your community will have different materials to offer than mine. Each locality is a gold mine in itself—so, good digging to you!

Promoting Art Hobbies

(Continued from page 30)

getting to be what we are aiming for, a means of giving to each and every individual member a freedom of spirit, an escape into idealism, an opportunity for self-expression, and a place for the imagination to run riot.

English Folk Dancing as Recreation

(*Continued from page 32*)

"machine age" to this movement. It is possible to secure phonograph records of some of the simpler dances and with the aid of a teacher, or at least of some one who knows the figures, to begin dancing even if a musician is not available.

Inquiries by any reader who wishes further information will gladly be answered by Miss Susan H. Gilman, secretary of the Federation of American Branches, English Folk Dance Society, 159 East 33d Street, New York.

Horseback Riding

(*Continued from page 33*)

horses for rental by the hour. Competent riding instructions are provided and class instruction to school children is one of the features of the program. During 1931 13,927 riders were recorded on the trails in the Park System. This is some indication of the popularity of the sport.

Special Programs

Special programs are held from time to time such as moonlight rides and paper chases. Many enjoy the jumps and several are available for those who have horses trained in this equestrian art. There are an almost unlimited number of activities which can be promoted that serve to make this sport attractive to young and old alike.

The Watchung Riding and Driving Club which operates in connection with the stable has its headquarters here, and each year promotes a very successful horseshow. Serious consideration is now being given to extending the program to a two-day show. The riding ring where the show is held is located adjacent to the stable and is an ideal spot for such an activity. Nestling at the foot of a slope with a background of dense trees and shrubbery, the setting gives the appearance of a large private estate rather than a public park.

The bridle trails in the Watchung Reservation are always beautiful, but to ride them on a spring morning when the dogwood is blooming full is to see this wooded area at its best. At these times the trails are banked on either side by these snow white blossoms glistening with the morning dew. The loosened petals strewn on the path from above are crushed into the soft ground by the shod hoofs of the horses.

As long as the human race can have contact with living things of beauty in this form, life will continue to be a challenge which all of us will strive to meet!

THE NEW
PADDLE TENNIS PADDLE

IF yours is one of the 165 cities where Paddle Tennis is now a regular part of the Recreation Program —

IF yours is one of the hundreds of schools and colleges where Paddle Tennis is now a popular intramural sport —

IF yours is one of the many Summer Camps where Paddle Tennis is a popular tournament feature —

You will want to have this new "Tennette" model Paddle Tennis Paddle, introduced for the first time this year. Specially designed in shape, weight and balance, it has exactly the same "feel" as a regular tennis racquet. It affords perfect control of the ball. Paddle Tennis played with this paddle, has an added speed and is a real preparation for tennis itself.

If you have not yet introduced Paddle Tennis as a part of your recreation program, try it this season and just see how popular it quickly becomes with all your people. It is played on a space only half as wide and half as long as a tennis court. The equipment is surprisingly inexpensive. Send the coupon for descriptive circulars, Rules of Play, and prices.

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RECREATIONAL LITERATURE

(Please mention Recreation when writing companies)

110 Organization, it has been found, can add greatly to the enjoyment and popularity of horseshoe pitching. The Diamond Calk Horseshoe Company, Duluth, Minnesota, has issued a booklet entitled "How to Organize and Promote a Horseshoe Club" which gives a model constitution for a club, outlines the duties of officers, suggests a program of activities, and offers suggestions for laying out a court. All the information you need to start a club and initiate your horseshoe program is here in a nutshell.

111 An attractive new playground catalogue (No. 17) has just been issued by the American Playground Device Company at Anderson, Indiana, a pioneer in the manufacture and sale of playground equipment, having been established in 1911. In view of the increasing emphasis on home play and the needs of the pre-school child, two pages of the catalogue devoted to "Home Playground Items" will be of special interest to many. A kindergarten slide, a lawn swing for tiny tots, an infant's swing, a self-propelled child's swing and a teeter totter are among the equipment which the American Playground Device Company has especially designed for backyard playground use. Many other pieces of apparatus and devices for municipal, school and private playgrounds are outlined. A helpful feature of the catalogue is the inclusion, with the description of each piece of apparatus, of information regarding installation material, total labor hours and number of men required.

The latest development in park equipment, the double duty park bench, is an interesting new device shown. It contains three articles— two settees and a table. With picnicking so popular this new money-saving, comfort-producing device will commend itself to park and recreation officials.

113 "On one-fourth the space at one-fourth the cost." Here is a slogan which has a distinct appeal, especially in a period of reduced budgets and with space for play limited in many communities. A circular, "Paddle Tennis," issued by the Paddle Tennis Company, Inc., 285 Madison Avenue, New York City, sole makers of official paddle tennis equipment, will tell you the advantages and enjoyable features of this game which has won an important place for itself on the playground program. A copy is yours for the asking.

114 In the March issue of "Recreation" the National Recreation Association announced that patterns for making doll furniture from cigar box wood would soon be ready for distribution. These patterns are now available and a complete set may be secured for $.20. The articles for which plans are offered include a vanity dresser, davenport, high boy, bed, kitchen cabinet, kitchen range and ice box.

In planning your handcraft program you will want to remember that another inexpensive project is presented in the patterns published by the N. R. A. for the construction of three types of paper boats. These may be secured for $.20.

Modern Babes in the Woods

(Continued from page 34)

and the forest life of birds and beasts interes ingly portrayed. Many books boasted origin poems, sketches, essays, stories and descriptio and were interspersed with pictures and origin photographs.

Through the courtesy of Dr. Alexander We more, Assistant Secretary of the Smithsonian I stitute, permission was secured to use the foy of the National Museum for the exhibit. Th presidents of the local parent-teacher groups we requested to appoint two chairmen, one to tak books to the museum and check them out at th end of the contest, the second to take charge o the display during the time of the exhibit at th museum.

Seven divisions of the District of Columb Congress of Parents and Teachers were repr sented with books, each division having thr classes of books—Group 4, 5 and 6. There we three distinct groups of judges. Group 1 w requested to select the best three books in eac class in every division; judges in Group 2 selecte the best book in each class of their division. Th final judges were Dr. Gilbert Grosvenor, Pres dent of the National Geographic Society, D Alexander Wetmore, of the Smithsonian Institut and Mr. C. Powell Minnegerode, Director of th Corcoran Gallery of Art.

Trophies were awarded the winners in a cer mony held in the auditorium of the Nation Museum. Awards were divided into three classe A large plaque, mounted on a black walnut stan and bearing a bronze reproduction of the Gener Sherman tree, was given for the best school e hibit of notebooks. This was awarded the Jackso School for its remarkable showing of individu notebooks. Of the eighty children enrolled in th fifth and sixth grades, seventy-five submitte notebooks of which fifty were of sufficiently hig quality to receive the commendation of the judge A small bronze medal, also bearing a reproductio of the General Sherman tree with a backgroun of Sequoias delicately executed in bas-relief, w given for the best notebook prepared as the joi effort of an individual room. Medals were als awarded as first prizes for the best individu notebooks prepared by a girl and a boy.

New Books on Recreation

Music in American Life

By Augustus Delafield Zanzig. With a foreword by Daniel Gregory Mason. Oxford University Press, New York. $3.50.

THE findings of the study made by Mr. Zanzig under the auspices of the National Recreation Association are to be found in this volume of 560 pages. "It is an especially valuable handbook of musical information for all those interested in music as an important part of community life," writes Hollister Noble in the *New York Times Book Review*, February 21st. Mr. Noble points out that the book is not only a survey but a comprehensive textbook of musical efforts in the United States, an extensive listing of the various kinds of opportunities provided for individuals to carry out as far as possible whatever musical interests they have. "A quality that enhances the value of this survey is the intelligent attitude maintained by Mr. Zanzig in constantly distinguishing between those individual efforts illuminated by a genuine love of music, which are found only too rarely in every land, and that widespread attitude of regarding the appreciation and understanding of music simply as the social obligation of a cultured person." Copies of the book may be secured from the National Recreation Association.

America's Tomorrow

By C. C. Furnas, Ph. D. Funk & Wagnalls Company, New York. $2.00.

IN this delightfully written book the author "to whom the object of life is to live," attempts to draw a picture of America's future placed on the background of her present. He reviews the growth of machinery which he believes will finally reduce the working day to an hour or two so that "the job which supports you will become a rather insignificant chore, and the hobby and avocation will absorb more of your energies." There will be employment for all, he prophesies. Labor will get its fair share of the profits, and the specter of old age poverty will be banished by an industrial pension system that is already beginning to evolve in our larger plants. Leisure, he says, is going to become more and more one of the demands of our standard of living and it represents our last great step toward liberty. With all this time on our hands, Professor Furnas asks, what are we going to do? He answers the question in a most illuminating way.

The happy state of affairs he pictures will not come about without difficulties, the author admits, but he is as sure it will come. Written in this spirit, the book is one well worth reading at a time when gloom is so pervasive.

The Awakening Community

By Mary Mims and Georgia Williams Moritz. The Macmillan Company, New York. $2.00.

HERE is a human book written by two women who have been community workers in Louisiana and who through this book are making their experience available. It is not a formal text book but a book of rich and happy experience. "No one," says Dr. Charles W. Pipkin in his introduction, "can read the adventures of Louisiana communities without believing more in the courage of creating a finer American life. . . . It is a glad human message of friendship and fellowship, of work and play, and of the renewing powers of creative community building of which this book tells."

In the first part of the book the authors describe their visit to Denmark and their work in various communities in this country. The second section of the book includes a collection of programs—recreational, educational, inspirational, and political—for community meetings.

In Defense of Tomorrow

By Robert Douglas Bowden. The Macmillan Company, New York. $2.00.

MR. BOWDEN'S book, awarded the John G. Agar prize for the best book on the soul of America in a contest sponsored by the National Arts Club, is the defense and an interpretation of the machine age. He traces the influences which have shaped America's concept of the State, of religion, of art, literature, and education, and surveys present trends and predicts the probable effect of the machine age upon the individual in the course of its advance. Without ignoring the black marks against our civilization, he sees a distinct gain in the machine age in that it has freed the simple citizen, has amplified his life, widened his horizon, increased life's resourcefulness and released time for leisure.

American Foundations and Their Fields

Twentieth Century Fund, Inc., 11 West 42nd Street, New York. $1.00.

THIS study, which covers the last fiscal year of each of the foundations listed—in most cases the calendar year of 1930—presents its findings under the headings of "Definitions" (foundations and fields of interest) and "The Returns"—(number of foundations; capital funds; geographical distribution; total grants paid; the flow of

funds by field of interest and type of activity; miscellaneous data, and foundation tables). Appendices include check list of American foundations, fields of interest; foundation grants classified, and two charts showing the flow of funds.

Handbook on Winter Activities in Snow and Ice.

Compiled by Women's Editorial Committee, American Physical Education Association. Spalding's Athletic Library. $.25.

This booklet represents a new member of the series of athletic guides and handbooks for women and girls. It includes revised rules for ice hockey, articles on methods of conducting group work in skiing, skating and snowshoeing, and contains programs for outing clubs and snow carnivals. It also offers an adaptation of men's rules for ice hockey for the use of girls' and women's groups.

1932 Olympic Games.

Spalding's Official Athletic Almanac. Spalding's Athletic Library. No. IX. $.25.

All interested in the Olympic Games will want to secure this booklet which gives facts about the program for Los Angeles, as well as Olympic, world, American and foreign records.

A Contribution to the Theory and Practise of Parents Associations.

By Maria Lambin Rogers. United Parents Associations of New York City, Inc., 152 West 42nd Street. $.50.

Mrs. Rogers' booklet comprises a discussion of the theory and practise of the United Parents Associations of New York City which from 1925 to 1930 made a self-conscious attempt to convert the programs of a number of parent-teacher associations and mothers' club from haphazard civic welfare work to parent education through study of the parent-child relationship, of the work of the child's school, and the new developments in the science of education. No one is in a better position to treat this subject than Mrs. Rogers, who from 1925 to 1929 served as executive secretary of the association. The booklet is not intended to be exhaustive, and an effort has been made only "to sketch the pattern which theory and practise have assumed after five years of work; to list and describe briefly the community situation and attitudes which on the one hand indicate the need for some such social effort as the organization has made, and on the other largely determine the method it can utilize and the results it can attain."

A Thousand Ideas for Mothers.

By Helen Jackson Millar. The Century Co., New York. $2.00.

Well called "an investment in ingenuity," Mrs. Millar's book is a clearing house for the ideas and experiences of mothers. In it are to be found tested remedies for conditions and problems of many kinds. On the play side there are suggestions for parties, picnics and games, rainy day diversions and hints for things to do for the only child or the convalescent boy or girl. "Toys and Playthings" is the title of one section.

Playthings for Children.

By Dr. Lois Hayden Meek. Day Nursery Bulletin. December, 1931. National Federation of Day Nurseries, Inc., 122 East 22nd Street, New York City. $.10.

In addition to an interesting article by Dr. Meek, this issue of the Day Nursery Bulletin contains some suggestions for books and play materials and a number of book reviews.

Stunts of All Kinds.

By Katherine A. Miller. Richard R. Smith, New York City. $1.50.

The author of *Stunt Night Tonight* has given us another book of good times in this volume which contains some easily presented stunts which modernize mythology, history and fiction from the folk lore of many lands. They are, many of them "gaily absurd" and fun-provoking. The second part of the book contains a number of well worked out party plans which will be very helpful to all who entertain.

The Recreation Kit, 29.

Edited by Katherine and Lynn Rohrbough. Church Recreation Service, Delaware, Ohio. $.25.

Leap Year is the fitting theme of the latest Kit which includes Valentine and Washington plans, folk songs and thirteen musical games.

Ballads for Acting.

Arranged by V. B. Lawton. The Macmillan Company, New York. $1.00.

"Walk up, walk up, ladies and gentlemen, and take your seats for the show!" For here is real drama and melodrama, too, in traditional form with traditional words and music. The idea of the ballad play is pantomimic. The whole of the ballad may be sung by the bard or chorus, the actors performing the story in dumb show; or the principals may speak the words which fall to them in the ballad while the air is played softly, the bard or chorus taking up the story. Five ballads are presented here with the music and suggestions are offered for their presentation.

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The Line Has Held

All in all the local recreation line *held* in 1931. Certain gains and certain losses are recorded but up to January 1, 1932 despite the depression city governments as a whole continued the recreation departments without reductions, realizing that play and recreation are needed now more than before. This is a tribute to the sanity of the American people. The years 1932 and 1933 will be even more of a test of our readiness to stand by the essentials of satisfying individual and community life.

HOWARD BRAUCHER.

May, 1932

The Community Recreation Year Book

THE YEAR BOOK of the National Recreation Association is a report of the public recreation facilities, leadership, expenditures and programs of American municipalities. It is primarily a statement of community recreation activities conducted under leadership and of facilities used chiefly for active recreation. In order to be included in the Year Book, a city must report one or more playgrounds or indoor recreation centers conducted under leadership or a major recreation facility such as a golf course, swimming pool or bathing beach, the operation of which requires regular supervision or leadership.

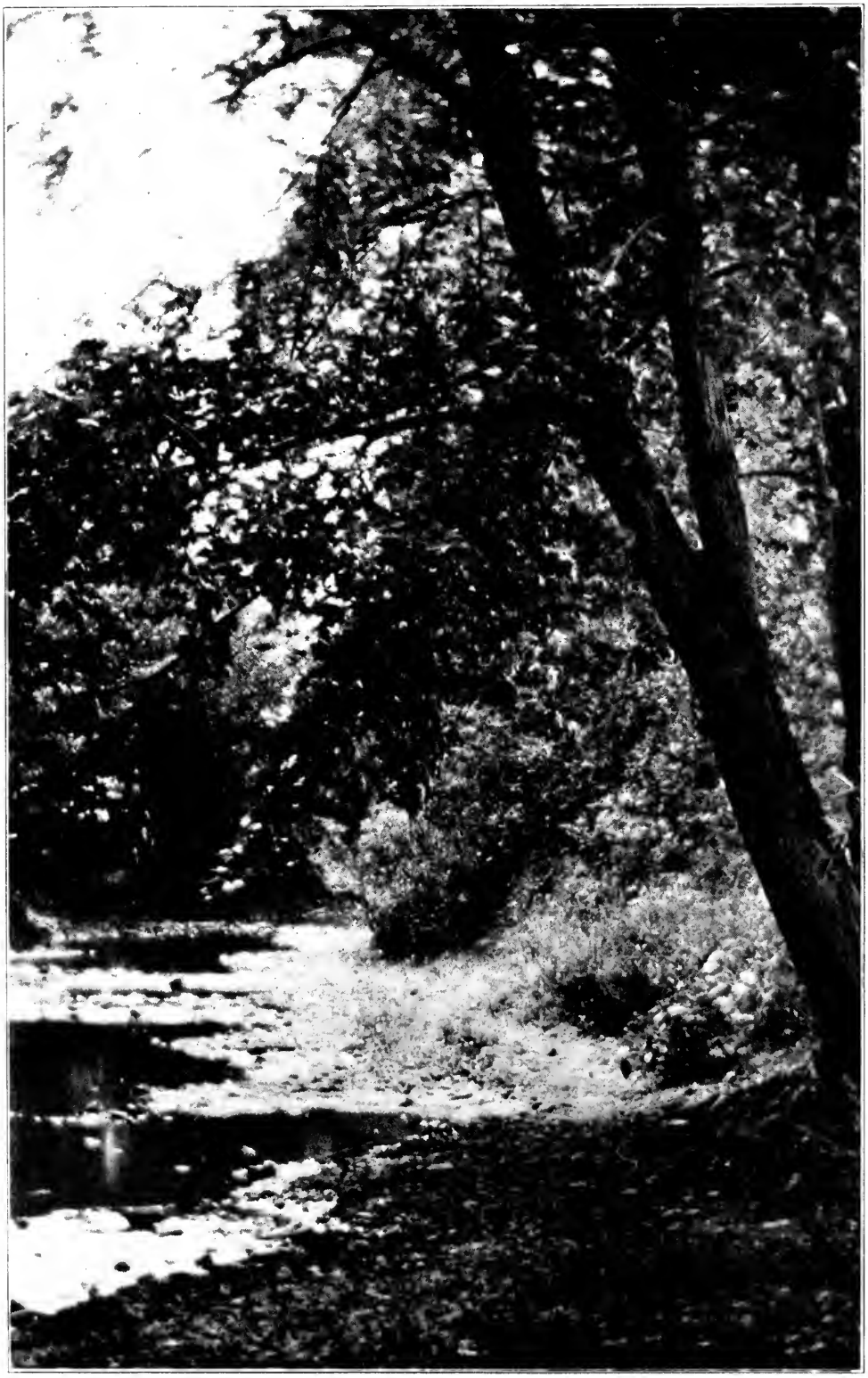
The Year Book contains reports of such recreation facilities and activities provided by many municipal and county park authorities. It does not include, however, all types of park service. Recreation programs provided by industrial concerns and other private agencies for the benefit of the entire community and which are not restricted to sepcial groups are also reported. Similarly, reports of many playgrounds, recreation centers and other community recreation service provided by school authorities are included. On the other hand, information concerning school physical education programs or school play activities where participation is not voluntary is not reported in the Year Book.

Because of the limited types of recreation included in the Year Book, the expenditures reported are much less than the amounts reported annually by the United States Department of Commerce as spent by cities for recreation. In the government reports all types of municipal recreation are included; playgrounds, parks and trees, open spaces, museums, art galleries, swimming and bathing places, athletics, music, entertainments, and celebrations. A recent study indicates that the total expenditures of municipal and county park authorities in the United States during the year 1930 exceeded **$125,000,000.** In contrast with this figure, the N. R. A. Year Book for 1930 reported a total expenditure of only **$38,518,194.88** in 928 communities for the types of recreation included in the Year Book.

A Summary of Community Recreation in 1931

Cities reporting play leadership or supervised facilities	**1,010**
New play areas opened in 1931 for the first time	**840**
Total number of separate play areas reported	**13,324**
Total number of play areas and special facilities reported:	
Outdoor playgrounds	**7,685**
Recreation buildings	**639**
Indoor recreation centers	**2,048**
Athletic fields	**1,834**
Baseball diamonds	**4,396**
Bathing beaches	**470**
Golf courses	**323**
Ice skating areas	**1,818**
Ski jumps	**45**
Stadiums	**88**
Summer camps	**130**
Swimming pools	**1,093**
Tennis courts	**8,804**
Toboggan slides	**235**
Total number of employed recreation leaders	**25,508**
Total number of leaders employed full time the year round	**2,686**
Total number of volunteer leaders	**9,704**
Number of cities in which land was donated for recreation use	**20**
Bonds voted for recreation purposes	**$ 4,191,887.56**
Total expenditures reported for public recreation	**$36,078,585.37**

Beauty in County Recreation Planning



Courtesy Cook County Forest Preserve District.

May 1932

Community Recreation Leadership and Facilities in 1010 Cities

For the first time in the history of the recreation movement in America the number of cities in which organized recreation service and facilities are reported for the Year Book exceeds one thousand. A total of 1,010 * communities are represented in the Year Book for 1931 as compared with 502 ten years previous. This record number of cities is achieved in spite of the fact that of the 980 towns and cities in the Year Book for 1930, 155 do not appear in this report. Although a few of these communities reported that their playgrounds and recreation programs were discontinued in 1931, most of them failed to respond to requests for information concerning their recreation service. It is known that many of them carried on work in 1931.

The increase in number of cities this year is due in part to the added number of reports received from school officials. Information received by the Association in connection with a School Recreation Study indicated that a number of school authorities who have not heretofore submitted information for the Year Book were conducting recreation programs for community groups and their reports are included this year for the first time. The study of municipal and county parks conducted in 1931 by the Association in cooperation with the United States Bureau of Labor Statistics revealed park recreation facilities and service in several cities which were not previously represented in the Year Book. A number of cities reported that playgrounds under leadership or other recreation facilities were established for the first time in 1931.

It is encouraging to note that the organized recreation movement in localities has held its own during this year when all public services have been subjected to severe tests and municipal budgets have been materially reduced in a large number of cities. It could not be expected that the Recreation Year Book would show any material increase in expenditures, leaders, playgrounds or centers during a year when municipal expenditures and service were being so seriously affected by the depression. The Year Book figures, however, indicate that the recreation movement has responded to the challenge presented by the vast amount of leisure time resulting from widespread unemployment. The summary tables which follow give evidence that the need for added facilities, activities and leadership has resulted in increased recreational service without a corresponding increase in public expenditures.

Reports indicate that more recreation leaders were employed in 1931 than in any previous year, and for the first time the number of men exceeds the number of employed women leaders. These figures may reflect an effort on the part of municipalities to help provide recreation opportunities for the unemployed by using additional men as leaders. The number of women workers is slightly less than in 1930. The definite movement to recruit volunteer leaders is apparent in the very marked increase in the number of such leaders in 1931 as compared with the years immediately preceding.

There is little change in the total number of facilities such as playgrounds, athletic fields, recreation buildings and winter sports facilities. A few types show a slight decrease whereas the

* Reports from the following were received after the tables were compiled and too late for publication: Santa Barbara, California (Park Department); Naugatuck, Connecticut; Granite City, Illinois; Kokomo, Indiana; Barton, Vermont; Hoquiam, Washington; Merrill, Wisconsin; Milwaukee, Wisconsin (Bureau of Bridges and Public Buildings).

number of baseball diamonds, golf courses, swimming pools and tennis courts is appreciably greater. The considerable number of these facilities reported open in 1931 for the first time substantiates reports to the effect that many cities used their unemployed men during the year for the improvement of public recreation areas.

It was hardly to be expected that the expenditures for recreation in 1931 would equal the amount spent in 1930 which was $5,000,000 greater than in any previous year. The total amount reported spent was $36,078,585.37 as compared with $38,518,194.88 in 1930. This difference of two and one half million is not as great as is apparent since one authority which reported an expenditure of $1,340,251.69 in 1930 failed to report this year. The decrease is largely due to reduced expenditures for land, buildings and improvements and the tendency to avoid new obligations is further reflected by the fact that fewer cities voted bonds for recreation purposes in 1931 than in 1930. Salaries and wages in 1931 totaled almost exactly the same amount as the previous year but a larger relative proportion was spent for labor than for leadership. This might be interpreted to mean that salaries of leaders were reduced but that larger numbers of untrained workers were used in improving and maintaining recreation areas and facilities.

Attendance at playgrounds, indoor centers and various recreation areas might well be expected to be greater during a year when so many people are unemployed. A very marked increase in attendance was reported in the Year Book for 1930 and still further gains are recorded this year, especially in the use of outdoor facilities accomodating young people and adults. Athletic fields, baseball diamonds, golf courses, swimming pools and tennis courts served larger numbers than the previous year or, in most cases, than ever before. The infantile paralysis epidemic which was so widespread last summer and fall was doubtless responsible for the slight decrease in attendance at bathing beaches and had it not been for this outbreak, without doubt the total numbers served by playgrounds would have been much greater. In spite of this, the total reported attendance at outdoor playgrounds in 565 cities during 1931 was 222,619,926, an increase of nearly 16,000,000 over 1930. Recreation buildings and centers, according to reports were used by four million more than in 1930. Since the reported attendance at indoor facilities relates to participants only and since many cities reported special programs affording entertainment for the unemployed, it is believed that this figure does not truly measure the additional service provided by recreation authorities during the year.

The table on special recreation activities indicates the wide range of recreational interests served by recreation departments and the extent to which opportunities for enjoying participation in various athletic, music, social, manual, drama, nature and other activities are afforded to large numbers of people. For example, model aircraft is reported by 198 cities, in 93 of which 15,664 are engaged in this activity. Appreciation and understanding of the out-of-doors are fostered by the hiking clubs and nature study groups in 218 and 188 cities respectively. To an increasing extent recreation departments through their varied programs are rendering community-wide service. A brief table listing a few special types of service to community groups is given this year for the first time.

With few exceptions the tables on recreation administration are approximately the same as the previous year. The increase in number of school authorities is largely due to the additional school reports received in connection with the School Recreation Study. The added number of mayors and city councils may be attributed to the Park Study referred to in an earlier paragraph. Several playground and recreation departments failed to submit reports this year and consequently there is a decrease in the number of such authorities. On the other hand the number of recreation commissions, boards and departments reporting one or more full time year round workers is greater than in any previous year and exceeds the total number of all other municipal agencies reporting such workers. This fact emphasizes the important part which such departments and commissions are playing in planning and providing year round recreation programs.

The importance of recreation in the life of the people is being emphasized by national leaders today as never before. The necessity of providing increased service at a time when appropriations are being reduced offers a challenge to the energy, spirit and resourcefulness of all recreation leaders. It is believed that the report of accomplishments in American communities in 1931 will afford data which should be helpful in maintaining local recreation service in 1932. It is hoped that it may also provide encouragement to carry on even more effectively throughout another year.

Leadership

Employed Workes

Of the 1,010 cities represented in the 1931 Year Book, 834 cities report 25,508 workers employed to give leadership for community recreation activitis. Of this total 13,053 were men and 12,455 were women. Of this number 2,686 men and women were employed full time throughout the year for recreational service. For the first time the number of men leaders exceeds the number of women, but the percentage of women employed on a full time year round basis increased considerably in 1931. The following table indicates the marked progress in recreation leadership in the last decade.

	1921	*1926*	*1931*
Cities reporting employed recreation workers	502	758	834
Men workers employed	5,181	7,738	13,053
Women workers employed	5,898	9,352	12,455
Total workers	11,079	17,090	25,508
Cities reporting workers employed full time the year round	.....	.....	258
Men workers employed full time the year round (224 cities)	.....	.....	1,359
Women workers employed full time the year round (189 cities)	.....	.....	1,327
Total full time year round workers (258 cities)	.....	.....	2,686

Volunteers

In 275 cities the help of 9,704 volunteers was enlisted in carrying out the community recreation program in 931. Of this number 4,087 were reported to be men and 5,617 women. Increased demands for service have resulted in a greater use of volunteer leadership than has been reported for several years.

Play Areas and Centers

A total of 13,34 separate play areas and centers under leadership is reported. Of this number, 840 are reported open in 1931 for the first time—more than in 1930. The number of playgrounds, recration buildings and indoor centers is practicaly the same as the preceding year. Separate figures are reported in the case of these facilities for white people and for colored people but there is no such distinction in recording the athletic fields, bathing beaches, golf courses, summer camps or play streets which are included in these figures.

A summary of the information submitted concerning the areas and centers follows:

Outdoor Playgrounds

Total number of outdoor playgrounds (746 cities)		7,318
Open year round (155 cities)	1,336	
Open during the summer months only (674 cities)	4,834	
Open during school year only (55 cities)	526	
Open during other seasons only (80 cities)	622	
Average daily summer attendance of participants (518 cities)		1,326,969*
Average daily summer attendance of spectators (304 cities)		300,409*
Total number of outdoor playgrounds open in 1931 for the first time (178 cities)		382

In addition to the above, outdoor playgrounds for colored people are reported as follows:

Total number of playgrounds for colored people (126 cities)		367
Open year round (35 cities)	71	
Open summer months only (101 cities)	240	
Open school year only (9 cities)	32	
Open other seasons only (10 cities)	24	
Average daily summer attendance of participants (59 cities)		49,251
Average daily summer attendance of spectators (41 cities)		9,198
Total number of playgrounds for colored people open in 1931 for the first time (19 cities)		25

* In addition to this number, 26 cities reported an average daily summer attendance of both participants and spectators on 901 playgrounds totaling 404,999.

Total number of playgrounds for white and colored people (749 cities)	7,685
Total average daily summer attendance of participants and spectators, white and colored (5,434 playgrounds)	2,090,826
Total yearly or seasonal attendance of participants and spectators at playgrounds for white and colored people (6,313 playgrounds in 565 cities)	222,619,926

Recreation Buildings

Recreation buildings are reported as follows:

Total number of recreation buildings (203 cities)	606
Total yearly or seasonal attendance of participants (267 buildings in 107 cities)	21,329,505
Total number of recreation buildings open in 1931 for the first time (28 cities)	63

In addition, recreation buildings for colored people are reported as follows:

Total number of recreation buildings for colored people (31 cities)	33
Total yearly or seasonal attendance of participants (17 buildings in 15 cities)	1,022,444
Total number of recreation buildings for colored people open in 1931 for the first time (4 cities)	4
Total number of recreation buildings for white and colored people (209 cities)	639
Total yearly or seasonal participants at recreation buildings for white and colored people (284 buildings in 107 cities)	22,351,949

Indoor Recreation Centers

Total number of indoor recreation centers (250 cities)	1,930
Total yearly or seasonal attendance of participants (1,394 centers in 142 cities)	13,295,312
Total number of indoor recreation centers open in 1931 for the first time (65 cities)	194

Additional indoor recreation centers for colored people are reported as follows:

Total number of indoor recreation centers for colored people (55 cities)	118
Total yearly or seasonal attendance of participants (51 centers in 29 cities)	473,727
Total number of indoor recreation centers for colored people open in 1931 for the first time (12 cities)	32
Total number of indoor recreation centers for white and colored people (255 cities)	2,048
Total 1931 attendance of participants at indoor recreation centers for white and colored people (1,445 centers in 144 cities)	13,769,039

Play Streets

Thirty-nine cities report a total of 195 streets closed for play under leadership. Only 11 of these streets were open in 1931 for the first time. Although comparatively few in number, these play streets serve large numbers of people as indicated by the fact that 12 cities report an average daily attendance of 6,480 participants.

Recreation Facilities

The following table listing several important types of recreation facilities indicates the extent to which cities provide them and to which they were used in 1931. In the case of most of the facilities the number of individuals served was much greater than the previous year. In order to simplify the task of reporting, no questions were asked this year with reference to operating costs, income or length of season. Of special interest are the large number of facilities open in 1931 for the first time. Throughout the following table the figures in parenthesis indicate the number of cities reporting in each particular case and the figures in brackets indicate the number of facilities for which information is reported.

Facilities	*Number*	*Participants per season*	*Number open in 1931 for first time*
Athletic Fields	1,834 (583)	7,684,815 (167) [478]	74 (52)
Baseball Diamonds	4,396 (701)	11,175,169 (227) [1,771]	266 (88)
Bathing Beaches	470 (268)	38,021,218 (89) [167]	21 (19)
Golf Courses (9-holes)	154 (117)	3,067,961 (58) [85]	18 (18)
Golf Courses (18-holes)	169 (116)	5,239,258 (59) [89]	10 (10)
Ice Skating Areas	1,818 (291)	7,906,406 (99) [594]	78 (30)
Ski Jumps	45 (35)	59,350 (10) [12]	2 (2)
Stadiums	88 (77)	1,035,619 (14) [15]	3 (3)
Summer Camps	130 (81)	171,278 (39) [65]	6 (6)
Swimming Pools (indoor)	318 (122)	1,952,654 (65) [143]	10 (8)
Swimming Pools (outdoor)	775 (361)	15,485,008 (148) [352]	40 (30)
Tennis Courts	8,804 (621)	6,634,068 (206) [4,018]	357 (89)
Toboggan Slides	235 (88)	662,305 (34) [98]	10 (8)

Management

The following tables indicate the number of public and private agencies of various types which conducted recreation facilities and programs listed in this report. Since two or more agencies submitted reports in a number of cities, each of these cities has been recorded two or more times in the tables. Comparable figures are given for 1921 and 1926.

Municipal

The forms of municipal administration in the cities reporting are summarized as follows:

Managing Authority	*No. of Agencies Reporting*		
	1921	*1926*	*1931*
Park Commissions, Boards, Departments and Committees	58†	127†	228*
Playground and Recreation Commissions, Boards and Departments	88††	197††	200
Boards of Education and other School Authorities	128	124	167
Mayors, City Councils, City Managers and Borough Authorities	11	10	74
Park and Recreation Commissions, Boards and Departments	..	..	29
**Municipal Playground Committees, Associations, and Advisory Commissions	..	..	30
Departments of Public Works	6	10	18
Departments of Parks and Public Property or Buildings	4	..	13
Departments of Public Welfare	3	5	9
Chambers of Commerce	..	..	4
Departments of Finance and Revenue	..	..	3
Water Departments	..	..	2
Departments of Public Safety	..	..	3
Swimming Pool Commissions	..	..	2
Other Departments	8	6	11

In a number of cities municipal departments combined in the management of recreation facilities and programs as follows:

Boards of Education and City Authorities	9	2	13
Boards of Education and Park Boards	5	6	4
Recreation Commissions and School Boards	1	3	4
Recreation Commissions and Park Commissions	..	1	4
Park Commissions and Others	..	1	3
School Boards and Others	..	2	3
Recreation Commissions and Others	1	2	3
Other Combinations	1	..	4

In a number of cities municipal and private authorities combined in the management of recreation activities and facilities as follows:

City Councils and private groups	..	..	6
Boards of Education and private groups	..	..	9
Park Departments and private groups	..	..	6
Recreation Departments and private groups	..	..	5
Others	..	..	2

Private

Private organizations maintaining playgrounds, recreation centers or community recreation activities are reported as follows:

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†Includes Park and Recreation Commissions.

††Includes many subordinate recreation divisions and bureaus.

*Sixteen of these park authorities are in New York City or Chicago.

**These authorities administered recreation facilities and programs financed by municipal funds although in some of the cities it is probable that they were not municipally appointed. Many of these authorities function very much as Recreation Boards and Commissions.

Managing Authority	*1921*	*1926*	*1931*
Playground and Recreation Associations, Committees, Councils and Leagues, Community Service Boards, Committees and Associations	88	148	55
Community House Organizations, Community and Social Center Boards and Memorial Building Associations	13	14	27
Civic and Community Leagues, Neighborhood and Improvement Associations	16	17	7
Women's Clubs and other organizations	16	18	14
Y. M. C. A.'s	7	5	15
Parent Teacher Associations	5	12	5
Kiwanis Clubs	1	4	8
Industrial Plants	8	7	11
Churches	3	..	5
Welfare Federations and Associations, Social Service Leagues, Settlements and Child Welfare Organizations	13	..	14
American Legion	..	..	10
Lions Clubs	..	4	6
Park and Playground Trustees	..	..	9
Rotary Clubs	4	4	2
Universities and Colleges	..	..	3
Chambers of Commerce and Commercial Clubs	2	3	2
Athletic Associations, Outing Clubs, Winter Sports Clubs	..	2	2
Community Clubs	..	..	4
American Red Cross	2	..	2
Boys' Work Organizations	2	..	4
Miscellaneous	13	37	16

Agencies Reporting Full Time Year Round Workers

Year round leadership is generally considered essential to adequate community recreation service. Therefore the following table listing the various types of managing authorities reporting one or more full time year round workers helps point out the extent to which these agencies give major emphasis to organized community recreation service.

As in previous years, a large percentage of the recreation boards, commissions and departments employ at least one worker for full time recreation service. In contrast, relatively few of the park, school and other municipal authorities employ one or more recreation leaders on a full time, year round basis. Several of the private agencies listed in the following table control few facilities but they promote and supplement the work of municipal agencies in the same cities. Most of the private agencies reporting a community building employ a full time worker the year round. Several cities are represented in the table by two or more agencies.

Municipal

Managing Authority	*No. of Agencies*
Playground and Recreation Commissions, Boards and Departments	126
Park Commissions, Boards, Bureaus and Departments	44*
Boards of Education and other School Authorities	18
Park and Recreation Commissions and Departments	10
Municipal Playground Committees, Recreation Associations, etc.	5
Departments of Public Welfare	6
Departments of Parks and Public Property	4
Departments of Public Works	4
Municipal Golf Commissions	2

*Ten of these park authorities are in Chicago and New York City.

City Councils	2
Combined municipal departments	2
Combined municipal and private agencies	3
Miscellaneous	5

Private

Playground and Recreation Associations and Committees, Community Service Boards and Community Associations	21
Community Building Associations, Community House Boards and Recreation Center Committees	24
Settlements and Neighborhood House Associations, Welfare Federations, etc.	6
Industrial Plants	3
Park and Playground Trustees	4
Community Clubs	2
Miscellaneous	6

Finances

Expenditures

Expenditures totaling $36,078,585.37 are reported in 917 cities for the year 1931. The amount reported spent for current operation is greater than in any previous year but there was a considerable decrease in the expenditure for land, buildings and permanent equipment. A comparison with the amounts reported five years previous indicates an increase of approximately 100%. The figures in parenthesis in the following table represent the number of cities reporting in each case.

Expended for	*1926*	*1931*
Land, Buildings, Permanent Equipment.	$5,498,090.65 (268)	$10,691,176.59 (383)
Upkeep, Supplies and Incidentals	2,857,529.46 (527)	5,482,844.16 (693)
Salaries and Wages:		
For Leadership		7,943,879.82 (729)
For Other Services		5,383,811.97 (447)
Total	8,222,845.74 (539)	15,668,137.71 (793)
Total Expenditure	19,202,123.25 (665)	36,078,585.37 (917)

Sources of Support

The sources from which are secured the funds used in financing community recreation activities and facilities are summarized in the following table. Receipts from fees and charges supplement the sources indicated in the case of 247 communities. The relative decrease in privately supported programs during the last decade is indicated by the following table.

	Number of Cities		
Source of Support	*1921*	*1926*	*1931*
Municipal Funds	244	392	672
Municipal and Private Funds	120	221	149
Private Funds	135	139	118
County	...	3	53
Miscellaneous Public Funds	1	...	1
Miscellaneous Public and Private Funds	2	3	4

The percentage of money spent from municipal funds was greater than in any previous year for which data were recorded. Nearly 90% of the total amount, the source of which was reported, was derived from taxation. Of the balance approximately 7% came from fees and charges and 3% from private sources. There is a possibility that the marked falling off in the amount reported from fees and charges is due to the reduced incomes of such a large number of people. Forty-one cities reported total expenditures of $3,647,407.46 from bond funds.

The amounts reported spent from various sources are:

	Amount	*No. of Cities*
Municipal and County Funds	$30,087,774.12	764
Fees and Charges	2,435,040.41	247
Private Funds	1,091,116.52	235

Bond Issues

Twenty-seven cities report bond issues for recreation purposes totalling $4,191,887.56 as follows:

City	Amount of Bond Issue
Birmingham, Ala.	$ 250,000.00
Los Angeles, Calif.	1,000,000.00
Pacific Grove, Calif.	40,000.00
San Francisco, Calif.	803.459.00
Santa Monica, Calif.	690,000.00
Greenwich, Conn.	35,000.00
Waterbury, Conn.	40,000.00
Chicago, Ill.	60,000.00
East St. Louis, Ill.	10,000.00
Oak Park, Ill.	50,000.00
Kansas City, Kans.	75,000.00
Minneapolis, Minn.	224,100.00
Bloomfield, N. J.	137,000.00
Irvington, N. J.	40,000.00
New Brunswick, N. J.	4,000.00
Albany, N. Y.	25,000.00
Buffalo, N. Y.	67,728.56
Mount Vernon, N. Y.	7,000.00
Newburgh, N. Y.	25,000.00
Schenectady, N. Y.	100,000.00
Utica, N. Y.	50,000.00
Yonkers, N. Y.	5,000.00
Niles, O.	4,000.00
Steubenville, O.	25,000.00
Cherokee, Okla.	10,000.00
Dallas, Tex.	410,600.00
Hamilton, Ont.	4,000.00

Donated Playgrounds

Twenty gifts of land for recreation use are reported by twenty cities in 1931. The estimated value of 19 of these donated areas totals $879,775.00 and the total area of 19 of them is 435.61 acres.

City	Acreage	Value
Birmingham, Ala.	5	$ 25,000.00
Los Angeles, Calif.	26.19	65,475.00
San Francisco, Calif.	12	50,000.00
De Land, Fla.	3.4	10,000.00
Chicago, Ill.	8	400,000.00
Dixon, Ill.	1.5	600.00
Cedar Falls, Ia.	..	500.00
Atchison, Kans.	.62	400.00
Ann Arbor, Mich.	16	4,800.00
Battle Creek, Mich.	27	5,000.00
Lewiston, Mont.	1	1,000.00
Missoula, Mont.	.5	3,000.00
Omaha, Neb.	145.7	.....
Union Co., N. J.	13	75,000.00
Niagara Falls, N. Y.	4.5	50,000.00
Ada, Okla.	18	3,000.00
Oklahoma City, Okla.	20	68,000.00
Clarksburg, West Va.	10	18,000.00
Hamilton, Ont.	122	40,000.00
Montreal, Que.	1.2	60,000.00

Special Recreation Activities

The comparative extent to which various activities are included in recreation programs is indicated in the following table. The number of cities in which these activities are carried on is greater than the reports indicate, since many cities did not submit any information for use in this table. This year for the first time an effort was made to secure data as to the number of different individuals taking part in each activity. Although reliable participation records are not available for some of the activities listed and many cities submitted no information concerning participants, the table indicating the number of participants in the different activities is of interest.

No data were collected this year relative to the number of leagues, teams, games and spectators in various athletic games and sports. According to reports, league players in most of the athletic games, however, were more numerous than in 1930. Volley ball showed the greatest relative increase, from 74,078 players to 155,532 in practically the same number of cities, followed closely by playground baseball with 366,096 players in 282 cities in 1931 as compared with 213,324 players in 344 cities in 1930.

The number of cities reporting athletic leagues in baseball, playground baseball, tennis, horseshoes, volley ball, basketball and other sports is considerably greater than the number reporting the various other types of activities. Handcraft alone of all the others rivals the athletic games in the number of cities listing it as a part of the recreation program. Music activities apparently held their own in 1931 as compared with 1930 whereas reports indicate a marked increase of interest in drama activities.

The figures in parenthesis indicate the number of cities reporting participation.

Activities	*Cities Reporting*	*Number of Different Individuals Participating*		*Activities*	*Cities Reporting*	*Number of Different Individuals Participating*	
Archery	130	8,912	(66)	Literature	64	11,607	(29)
Art Activities	191	27,708	(63)	Model Aircraft	198	15,664	(93)
Athletic Leagues:				Model Boats	132	6,472	(65)
Baseball	615	311,600	(299)	Motion Pictures	134	.....	
Basketball	479	122,235	(245)	Nature Study	188	27,106	(75)
Bowling	125	17,928	(61)	Paddle Tennis	213	31,026	(91)
Field Hockey	67	5,346	(25)	Playground Newspaper	59	1,255	(21)
Football	300	56,194	(136)	Safety Activities	191	82,570	(54)
Horseshoes	510	125,210	(235)	Social Dancing	201	141,120	(77)
Ice Hockey	117	15,844	(59)	Water Sports	397	439,684	(136)
Playground Baseball	562	366,096	(282)	Winter Sports	191	395,399	(54)
Soccer	197	79,138	(87)	Band Concerts	298	.....	
Tennis	535	407,440	(222)	Christmas Caroling	181	43,847	(79)
Volley Ball	479	155,532	(231)	Community Singing	183	89,816	(57)
Badge Tests (NRA)	114	13,169	(52)	Glee Clubs	101	7,152	(38)
Circus	154	33,900	(70)	Harmonica Bands	123	2,855	(50)
Debating	36	411	(18)	Music Memory Contests	25	2,863	(8)
Domestic Science	105	9,698	(36)	Music Week Activities	111	69,224	(33)
First Aid Classes	233	27,554	(91)	Quartettes	73	594	(30)
Folk Dancing	337	75,603	(133)	Singing Games	297	124,925	(97)
Gardening	88	9,015	(37)	Rhythmic Bands	104	4,589	(40)
Handcraft	461	215,581	(193)	Ukelele Clubs	49	4,306	(14)
Hiking Clubs	218	32,552	(95)	Drama Tournaments	82	11,112	(39)
Holiday Celebrations	284	365,384	(109)	Pageants	228	59,536	(95)
Honor Point System	117	49,939	(45)	Plays	272	28,430	(120)
Junior Police	98	3,844	(44)	Puppetry	79	12,388	(36)

Special types of recreation service were reported as follows:

Special picnic service	**189**	**cities**
Special party or recreation service	**156**	**"**
Special service to institutions	**103**	**"**
Bulletins issued on parties, holiday celebrations and other activities	**114**	**"**

Some Activities in the Recreation Program

One thousand and ten cities reported conducting playgrounds and recreation programs in 1931. What were the activities which these cities promoted? How do they meet the needs of children? Of employed young men and women and of adults? What were some of the seasonal activities which combined to make a well rounded program throughout the year?

The activity chart for Cleveland's municipal playgrounds conducted by the Division of Recreation, Department of Parks and Public Property gives a sampling of the varied types of events which hundreds of thousands of citizens enjoyed last year.

Spring

Playgrounds
Neighborhood Centers
Pools and Beaches
Boating
Golf
Tennis
Institutes
Swimming
Canoeing
Yachting
Rowing
Casting
Model Planes
Group Festivals
Picnic Service
Soccer
Gaelic
Hurling
Roque
Cricket
Hiking
Baseball
Hobby Shows
May Festivals
Horseshoes
Outboard Motors
Model Yachts

Summer

Band Concerts
Sane Fourth Celebrations
Beach Exposition
Archery
Track and Field Games
Handcraft
Regattas
Model Airplane Meets
Model Yachts
Horseshoes
Playgrounds
Picnic Service
Outdoor Festivals
Baseball
Tennis
Swimming
Golf
Yachting
Rowing
Casting
Volley Ball
Boating
Roque
Cricket
Hurling
Canoeing
Music Festivals
Outboard Motors
Gymnastics
Outdoor Dramatics
Magic

Fall

Picnic (Clam Bake) Service
Dramatics
Dance Demonstrations
Music Festivals
Social Recreation Institutes
Indoor Party Service
Christmas Programs
Recreation Centers
Basketball
Volley Ball
Gymnastics
Tumbling
Track Games
Athletic Carnivals
Football
Soccer
Gaelic
Hurling
Bowling
Tennis
Swimming

Winter

Holiday Festivals
Institutes
Soccer
Winter Sports Carnivals
Gymnastics
Music Festivals
Bowling
Nationality Festivals
Party Service
Skating
Tumbling
Checkers
Coasting
Gym Exhibitions
Recreation Centers
Dramatics
Basketball
Volley Ball
Track Games
Hockey
Swimming

Where Charm and Utility Combine

"Finally, the well-equipped playground for little children has a wading pool. Usually this has a concrete border, though sometimes clean sand is placed around its edge to enhance the resemblance to the beach of sea or lake. The pool gives infinite delight. Its social service is such that almost any esthetic shortcoming of which it might be guilty could be forgiven. But why should the pool have esthetic shortcomings? Why should it not be made the charming adjunct to the playground that it is in almost any other landscape?" Thus wrote Charles Mulford Robinson in one of the earliest publications issued by the National Recreation Association. Mr. Robinson also wrote: "On the grounds there ought to be some trees. These will not in the least interfere with the play, for they are useful as bases and goals; and it might even be that God, in his love for little children; would make one of them grow in such a way that there could be seats in it; or, if it were on the girls' side, a natural playhouse under drooping branches, or, on the boys' side, a cave! So the trees, with their beauty and grateful shade, may even add to the play-availability of the space." The wading pool on one of the playgrounds of Newton, Massachusetts, with its surroundings of beautiful trees, shrubbery and grass, might well be the answer to Mr. Robinson's plea made over twenty years ago for beauty on the playground.

Tables of Playground and Community Recreation Statistics for 1931

Reports were received from a number of cities after the Year Book went to press but most of them have been published as a supplement at the end of this table.

The list of officers of commissions, boards, departments and organizations conducting facilities and programs reported in the Year Book is omitted from this issue in order to reduce publication costs. The list is available in mimeographed form and will be sent free on request to subscribers to "Recreation" or to persons who submitted data used in this publication. Others may secure the list of officers by remitting one dollar per copy.

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Alabama														
1	Birmingham	259,678	Park and Recreation Board	17	54	3	4	40	250,000.00	39,000.00	13,000.00	40,000.00	53,000.00	342,000.00	M
2	Camp Hill	1,131	Universalist Church	....	....	....	1	1	.....	300.00	.....	.....	.....	300.00	P
3	Mobile	68,202	Recreation Department	2	10	12	3	8	.....	3,434.05	14,686.09	.....	14,686.09	18,120.14	M
4	Talladega	7,596	Park Improvement and Recreational Board	....	....	....	1	1	.....	100.00	.....	.....	.....	100.00	P
	Arizona														
1	Bisbee	8,023	Schools and City of Bisbee	1	....	....	....	....	.....	100.00	525.00	.....	525.00	625.00	M&C
2	Douglas	9,828	Water Department	3	2	....	....	....	.....	.....	700.00	.....	700.00	4,200.00	M
3	Jerome	4,932	Welfare Department, United Verde Copper Company	4	1	2	....	....	.....	.....	.....	.....	.....	5,300.00	P
4	Phoenix	48,118	City of Phoenix	4	....	....	14	2	240.00	600.00	800.00	760.00	1,560.00	2,400.00	M&P
5	Tucson	32,506	City Recreation Department	10	6	1	....	....	1,667.58	4,415.93	3,620.36	2,091.31	5,711.67	11,795.26	M
6	Yuma	4,892	Swimming Pool Commission	1	1	....	....	....	.....	650.00	900.00	500.00	1,400.00	2,050.00	M
	Arkansas														
1	Crossett	2,811	Community Club	2	....	....	....	....	.....	765.00	.....	.....	900.00	1,665.00	P
2	Fort Smith	31,429	Park Board	3	5	....	....	....	.....	500.00	1,000.00	1,000.00	2,000.00	2,500.00	M
3	Little Rock	81,679	Recreation Commission	32	26	....	2	2	3,000.00	1,862.77	6,100.00	2,100.00	8,200.00	13,062.77	M
4	Paragould	5,966	Chamber of Commerce	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
5	Stuttgart	4,927	Harmon Field Committee	1	2	....	....	....	.....	.....	.....	.....	.....	225.00	M&P
6	Trumann	2,995	Poinsett Community Club	....	1	1	8	6	.....	190.00	1,200.00	4,800.00	6,000.00	6,190.00	P
	California														
1	Alameda	35,033	Recreation Department	1	8	7	....	1	4,224.56	7,917.33	8,568.66	20,207.96	28 776.62	40,918.51	M
2	Alhambra	29,472	Playground Commission	6	15	....	1	....	27,500.00	2,972.00	3,548.00	180.00	3,728.00	34,200.00	M
3	Anaheim	10,995	Recreation Department	2	1	....	....	....	3,934.66	5,594.70	3,910.00	.....	3,910.00	13,439.36	M
4	Berkeley	82,109	Recreation Department and Board of Education	33	22	....	....	....	15,557.00	13,790.00	39,399.00	13,002.60	52,401.60	81,748.60	M
5	Beverly Hills	17,429	Playground Department	2	1	2	....	....	2,000.00	8,848.00	4,500.00	12,638.00	17,138.00	27,986.00	M
6	Burbank	16,662	Playground and Recreation Commission	3	4	....	....	....	.....	2,390.39	2,295.83	327.00	2,622.83	5,013.21	M
7	Chico	7,961	Bidwell Park and Playground Commission	....	....	....	....	....	.....	15,000.00	.....	.....	.....	15,000.00	M
8	Colusa	2,116	City of Colusa	....	....	....	....	....	.....	.....	.....	.....	.....	1,250.00	M
9	Escondido	3,421	City Council	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
10	Fontana	3,500	School Board and City	2	1	....	2	2	.....	.....	.....	.....	.....	840.00	M
11	Fresno	52,513	Playground and Recreation Department	14	15	2	....	....	1,125.00	7,217.50	19,366.00	10,710.00	30,076.00	38,418.50	M
12	Glendale	62,736	Recreation Department	52	57	4	....	....	.....	.....	.....	.....	.....	42,918.32	M
13	Grass Valley	3,817	Memorial Park Commission and City	2	1	....	6	6	.....	.....	.....	.....	.....	7,118.42	M
14	Gridley	1,941	City Council	1	....	....	....	....	1,000.00	400.00	.....	.....	600.00	2,000.00	M
15	Hermosa Beach	4,796	City of Hermosa Beach	....	....	....	....	....	.....	.....	.....	.....	.....	13,100.00	M
16	Inglewood	19,480	Schools and City of Inglewood	4	5	....	1	....	.....	1,024.35	1,864.00	316.60	2,180.60	3,204.95	M
17	Long Beach	142,032	Recreation Commission Park Department	142	150	30	234	1380	7,487.65	18,475.96	117,154.37	.....	117,154.37	143,117.98	M
18	Los Angeles	1,238,048	Department of Playground and Recreation	247	119	90	....	.....	322,078.38	219,849.28	323,975.71	195,830.16	519,805.87	1,061,733.53	M
			Division of Physical Education and Athletics, City Schools	186	270	....	....	....	.....	4,585.00	127,500.00	.....	127,500.00	132,085.00	M
			Board of Park Commissioners	....	....	....	....	....	29,674.90	26,347.28	.....	115,789.10	115,789.10	171,811.28	M
19	Los Angeles County [2]	2,208,492	Department of Recreation, Camps and Playgrounds	9	8	4	....	3	37,735.00	108,400.00	8,300.00	248,390.00	256,690.00	402,825.00	C
20	Manhattan Beach	1,891	City of Manhattan Beach	....	....	....	....	....	.....	.....	.....	.....	.....	6,265.66	M
21	Marysville	5,763	American Legion Playground Committee	1	....	....	....	....	.....	.....	600.00	.....	600.00	600.00	M&P
22	Merced	7,066	Rotary Club	....	1	....	....	....	.....	75.00	360.00	.....	360.00	435.00	P
23	Modesto	13,842	Department of Finance and Revenue	3	3	....	....	....	8,000.00	2,000.00	1,300.00	7,500.00	8,800.00	18,800.00	M
24	Monrovia	10,890	Public Welfare Commission	....	....	....	....	....	62.14	1,109.4/	.....	2,171.00	2,171.00	3,342.62	M
25	Montebello	5,498	Natatorium Department	2	1	....	....	....	.....	750.00	2,100.00	1,600.00	3,700.00	4,450.00	M
26	National City	7,301	Park Department	3	1	....	....	....	.....	475.00	600.00	300.00	900.00	1,375.00	M
27	Oakland	284,063	Recreation Department	115	90	33	25	25	4,903.00	93,480.00	100,228.00	72,256.00	172,484.00	270,867.00	M
28	Ontario	13,583	Recreation Advisory Board	1	....	....	....	....	.....	100.00	375.00	.....	375.00	475.00	M
29	Oxnard	6,285	Community Service	1	2	1	1	1	.....	700.00	1,275.00	325.00	1,600.00	2,300.00	M&F
30	Palo Alto	13,652	Community Center Commission and Department of Public Works	6	4	....	15	20	23,419.93	.....	7,257.00	.....	7,257.00	34,257.28	M
31	Pasadena	76,086	Department of Recreation	24	43	7	50	622	.....	3,668.00	26,229.25	4,122.64	30,351.89	34,019.89	M
			City of Pasadena and Park Department	4	1	4	....	....	25,031.63	.....	.....	.....	.....	161,778.61	M
32	Piedmont	9,333	City Council	2	7	1	....	....	.....	1,535.00	2,880.00	60.00	2,940.00	4,475.00	M
33	Pomona	20,804	Park Department	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....
34	Red Bluff	3,517	City of Red Bluff	....	1	....	....	....	.....	184.28	480.00	.....	480.00	664.28	M
35	Redlands	14,177	Park Department	2	....	....	....	....	.....	.....	.....	.....	.....	5,128.50	M
36	Redondo Beach	9,347	Street Department	....	....	....	....	....	.....	.....	.....	.....	.....	6,897.89	M
37	Richmond	20,093	Recreation and Playground Department	9	2	....	3	5	3,000.00	5,000.00	4,490.00	.....	4,490.00	12,490.00	M
38	Sacramento	93,750	City Recreation Department	18	12	2	57	20	7,980.05	34,836.21	16,527.78	61,616.78	78,144.56	120,960.82	M
39	San Bernardino	37,481	City Park and Playground Committee	1	....	....	....	....	.....	50.00	200.00	.....	200.00	250.00	M
40	San Clemente	1,000	City of San Clemente	1	....	....	....	....	.....	.....	475.83	.....	475.83	15,679.48	M&I
41	San Diego	147,995	Department of Playground and Recreation	11	10	16	5	10	2,500.00	16,423.25	33,010.58	22,000.00	55,010.58	73,933.83	M
			Board of Park Commissioners	....	....	....	....	....	29,091.12	.....	.....	.....	.....	39,671.12	M
42	San Francisco	634,394	Playground Commission	87	86	94	....	24	185,393.61	134,920.72	170,100.00	106,650.10	276,750.10	597,064.43	M
			Board of Park Commissioners	1	....	1	....	....	400,330.16	175,229.54	.....	.....	.....	575,559.70	M
43	San Leandro	11,455	Board of Recreation	1	2	....	....	....	650.00	625.00	2,300.00	925.00	3,225.00	4,500.00	M
44	Santa Ana	30,322	Board of Education and City Council	21	28	....	....	....	.....	1,595.40	5,991.50	930.67	6,922.17	8,517.57	M
45	Santa Barbara	33,613	Recreation Commission	11	3	....	5	2	.....	200.00	6,800.00	.....	6,800.00	7,000.00	M

RECREATION STATISTICS FOR 1931

e table

Playgrounds Under Leadership							Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City
	Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Number	Total Yearly or Seasonal Attendance ••	Number	Total Yearly or Seasonal Attendance ••			Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation			
1	...	44	...	...	44	.....	2	.....	1	.....	...	14	...	.....	1	10,358	2	59,632	...	.....	4	34,270	68	259,000	R. S. Marshall	...	1
2	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	Harold Scott	...	2
3	5	5	2	2	14	412,527	2	.....	2	.....	10	10	...	.....	...	.....	...	.....	...	.....	1	20,775	8	17,522	Mrs. Carl A. Klinge	...	3
4	...	1	...	...	1	12,500	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	2	100	Judson Snead	...	4
1	...	3	...	...	3	[1]89,600	1	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	2	3,000	2	1,500	R. E. Souers	...	1
2	...	1	...	...	1	29,150	1	2,600	1	3,000	2	5	...	.....	1	100	...	.....	...	.....	2	2,500	1	500	R. J. Laux	...	2
3	1	...	...	...	1	.....	1	.....	...	.....	1	1	...	.....	...	.....	1	.....	...	.....	2	12,000	2	.....	C. L. Gwynn	...	3
4	...	...	...	...	...	.....	...	.....	...	.....	2	4	...	.....	...	.....	...	.....	...	.....	2	10,020	2	.....	D. A. Matthews	...	4
5	3	1	5	...	9	57,097	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	1	13,492	5	18,250	George Otis Hedger	...	5
6	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Ike Leposky	...	6
1	...	2	...	...	2	.....	...	.....	3	.....	2	2	...	.....	...	.....	...	.....	...	.....	1	.....	1	.....	S. M. Barnes	...	1
2	...	5	...	...	5	89,000	...	.....	...	.....	2	1	...	.....	...	.....	...	.....	...	.....	...	.....	11	.....	William H. Vaughn	...	2
3	...	9	11	...	20	95,561	...	.....	2	3,325	1	7	...	.....	[2]1	.....	...	.....	1	4,063	1	36,067	5	.....	Jess W. Matthews	...	3
4	...	...	...	...	...	.....	1	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Mrs. Belle H. Wall	...	4
5	2	...	...	...	2	4,000	...	.....	2	6,000	2	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	100	L. D. Griffin	...	5
6	1	...	...	...	1	10,000	1	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	Gladys Chumbler	...	6
1	4	1	...	...	5	859,703	1	.....	...	.....	4	5	2	.....	...	.....	1	.....	...	.....	...	.....	8	.....	Sarah H. Bofinger	...	1
2	...	5	...	4	9	.....	2	.....	...	.....	...	9	...	.....	...	.....	...	.....	...	.....	2	.....	18	.....	Pearl L. McCullough	...	2
3	...	2	...	...	2	60,920	1	4,500	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	1	23,870	4	1,200	L. E. Middleton	...	3
4	18	...	7	...	25	924,112	6	.....	4	17,980	4	5	...	.....	...	.....	...	.....	2	15,765	...	.....	18	.....	Charles W. Davis	...	4
5	2	...	...	...	2	201,190	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	94,369	8	29,994	W. J. Hamrick	...	5
6	...	3	...	...	3	[1]21,200	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	1	.....	1	.....	W. W. Collette	...	6
7	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	1	.....	...	.....	...	.....	2	.....	...	.....	George P. Morse	...	7
8	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	B. L. McCue	...	8
9	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Thera Smith	...	9
10	...	1	...	...	1	.....	...	.....	1	.....	3	2	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	R. G. Mitchell	...	10
11	11	2	...	2	15	1,145,779	5	14,343	...	.....	6	10	...	.....	...	.....	...	.....	...	.....	...	.....	35	82,131	Raymond L. Quigley	...	11
12	...	2	6	16	24	418,031	1	9,590	4	.....	2	5	...	.....	...	.....	...	.....	...	.....	1	23,998	19	.....	Marion G. Sibley	...	12
13	1	...	...	...	1	.....	1	500	...	.....	2	1	1	.....	...	.....	...	.....	...	.....	1	.....	4	.....	Henry Williams	...	13
14	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	C. M. Gilleece	...	14
15	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	B. F. Brown	...	15
16	5	1	...	...	6	110,649	1	.....	...	.....	1	5	...	.....	...	.....	...	.....	1	34,022	1	.....	4	.....	Lionel D. De Silva	...	16
17	54	18	...	...	72	5,758,000	6	.....	54	208,700	17	17	2	5,481,600	...	.....	...	.....	1	.....	...	.....	30	.....	Charles H. Hunt	...	17
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	1	48,000	1	90,000	...	.....	...	.....	...	.....	Peter Mohrbacker	...	a
18	46	...	...	...	46	8,673,144	69	.....	...	.....	7	34	4	.....	...	.....	...	.....	1	.....	18	.....	78	.....	Raymond E. Hoyt	...	18
a	103	...	104	...	207	3,568,791	...	.....	3	.....	42	28	...	.....	...	.....	...	.....	3	.....	1	.....	94	.....	C. L. Glenn	...	a
b	...	...	...	...	...	.....	...	.....	...	.....	...	6	...	.....	2	.....	3	.....	...	.....	...	.....	18	.....	J. J. Hassett	...	b
19	2	2	...	...	4	56,000	1	200,000	...	.....	...	3	7	8,000,000	...	.....	...	.....	...	.....	1	10,000	2	3,060	Virgil Dahl	...	19
20	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Merritt J. Crandall	...	20
21	...	...	1	...	1	5,000	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	C. D. Bartlett	...	21
22	1	...	...	...	1	16,500	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	C. H. Wright	...	22
23	4	...	1	...	5	51,400	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	William Falger	...	23
24	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	C. L. Daniels	...	24
25	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	43,591	4	6,660	Vancil E. Row	...	25
26	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	H. A. Requa	...	26
27	61	...	9	...	70	2,435,469	3	148,893	11	.....	8	12	...	.....	...	.....	1	.....	...	.....	...	.....	47	.....	R. W. Robertson	...	27
28	...	1	...	...	1	2,500	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Austin Burt	...	28
29	1	2	...	...	3	.....	1	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	James N. Parsons	...	29
30	5	1	1	...	7	[1]73,212	1	37,611	...	.....	3	5	...	.....	...	.....	...	.....	...	.....	1	41,300	5	.....	Charles R. Clifford	...	30
31	12	1	10	...	23	593,266	...	.....	1	7,218	10	5	...	.....	...	.....	...	.....	...	.....	2	19,323	58	.....	Cecil F. Martin	...	31
a	...	...	...	...	...	.....	4	10,000	...	.....	4	5	...	.....	...	.....	1	.....	...	.....	2	.....	16	.....	G. L. Skutt	...	a
32	3	...	...	...	3	59,444	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	8	.....	Mrs. Telura Swim	...	32
33	...	...	...	...	...	.....	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	1	50,000	6	4,000	C. C. McKey	...	33
34	...	...	...	1	1	9,761	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Enville C. Spaulding	...	34
35	...	...	...	...	...	.....	1	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	36,000	4	.....	W. T. Ferguson	...	35
36	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	500,000	...	.....	...	.....	...	.....	...	.....	...	.....	D. L. Bundy	...	36
37	3	...	3	...	6	115,000	...	.....	...	.....	2	5	1	.....	...	.....	...	.....	1	.....	...	.....	5	.....	Ivan W. Hill	...	37
38	7	3	...	1	11	.....	7	.....	5	.....	1	12	1	.....	2	.....	...	.....	...	.....	1	.....	15	.....	J. B. Maloney	...	38
39	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. V. B. Sands	...	39
40	...	...	...	...	...	.....	...	.....	...	.....	...	1	1	.....	1	.....	...	.....	...	.....	1	.....	...	.....	William Holmes	...	40
41	12	...	...	...	12	993,766	...	.....	17	.....	...	5	1	.....	...	.....	...	.....	...	.....	...	.....	14	.....	W. A. Kearns	...	41
a	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	1	.....	...	.....	...	.....	...	.....	6	.....	A. S. Hill	...	a
42	47	...	...	...	47	[4]247221	21	.....	7	.....	1	13	...	.....	...	.....	...	.....	...	.....	2	33,793	50	.....	Veda B. Young	...	42
a	...	...	...	...	...	.....	...	.....	...	.....	2	17	2	.....	...	.....	2	405,697	...	.....	1	.....	...	.....	B. P. Lamb	...	a
43	1	1	2	...	4	58,140	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	50,000	3	3,500	Judson C. Doke	...	43
44	...	13	15	...	28	109,895	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	6	2,554	L. W. Archer	...	44
45	...	4	7	...	11	[1]130,000	...	.....	...	.....	7	5	2	.....	...	.....	...	.....	1	.....	...	.....	8	.....	W. H. Orion	...	45

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†
											Salaries and Wages			
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total	
	California—Cont.													
46	Santa Barbara Co.[5]	65,167	Santa Barbara County Board of Forestry	...	...	...	...	...	58,584.68	3,342.63	.....	16,255.00	16,255.00	78,182.31	C
47	Santa Clara	6,302	Board of Education	1	...	...	...	...	.....	.....	.....	.....	.....	300.00	M
48	Santa Cruz	14,395	Park Department	...	...	...	...	...	.....	.....	.....	.....	.....	.....	M
49	Santa Monica	37,146	Board of Education	23	20	...	...	...	.....	2,937.66	17,975.75	.....	17,975.75	20,913.41	M
			Commissioner of Finance	5	5	3	3	4	3,789.93	10,993.69	8,200.00	47,689.10	55,889.10	70,672.72	M
50	South Pasadena	13,730	Park Department and Playground Commission	3	3	...	...	...	783.91	593.54	2,592.15	.....	2,592.15	3,969.60	M
51	Stockton	47,963	City Recreation Department	14	6	4	...	...	14,540.10	13,144.50	13,379.00	11,295.50	24,674.50	52,359.10	M
52	Taft	3,442	Conley School District	4	2	...	3	...	.....	328.12	1,265.00	.....	1,265.00	1,593.12	M
53	Vallejo	14,476	City, School Department and Naval Y. M. C. A.	4	3	...	...	...	500.00	2,000.00	5,000.00	2,000.00	7,000.00	9,500.00	M
54	Ventura	11,500	City of Ventura	1	...	...	...	...	37,000.00	.....	600.00	.....	600.00	42,980.00	M
55	Watsonville	8,344	Park Department	...	1	...	...	...	.....	.....	720.00	420.00	1,140.00	1,140.00	M
	Colorado														
1	Alamosa	5,107	American Legion Playground Committee	...	1	...	...	...	119.19	.....	173.00	.....	173.00	292.19	M
2	Boulder	11,223	Board of Education	1	3	...	...	...	.....	.....	.....	.....	.....	600.00	M
3	Colorado Springs	33,237	Park Commission	1	15	...	...	...	506.96	790.49	2,763.86	1,253.79	4,017.65	5,315.10	M
			Patty Stuart Jewett Memorial Field Golf Commission	1	...	1	...	...	6,485.69	4,320.34	1,800.00	12,931.25	14,731.25	25,537.28	M
4	Denver	287,861	Board of Education	28	46	2	...	...	.....	8,118.00	11,084.00	.....	11,084.00	19,202.00	M
5	Fort Collins	11,489	Parks Department	2	...	...	...	...	.....	.....	.....	.....	.....	1,915.98	M
6	Fort Morgan	4,423	City of Fort Morgan	4	2	...	3	1	1,000.00	.....	.....	.....	.....	3,500.00	M
7	Grand Junction	10,247	Park and Recreation Department	1	5	...	...	...	3,420.11	6,068.00	771.50	13,585.94	14,357.44	23,845.55	M
	Connecticut														
1	Ansonia	19,898	Recreation Commission	3	1	...	...	...	4,864.00	500.00	850.00	.....	850.00	6,214.00	M
2	Branford[7]	7,000	Community Council, Inc.	1	1	1	...	1	2,080.00	650.00	1,500.00	500.00	2,000.00	4,730.00	M&P
3	Bridgeport	146,716	Board of Recreation	104	27	5	...	...	175,000.00	.....	19,150.00	.....	19,150.00	[8]242,515.00	M
4	Bristol	28,451	Playground Commission	3	4	...	...	...	.....	807.19	1,467.44	664.83	2,132.27	2,939.46	M
5	Derby	10,788	Playground Association	8	8	...	29	21	.....	200.00	600.00	.....	600.00	800.00	M
6	Greenwich	32,000	Recreation Board	22	23	3	19	4	58,796.48	12,680.63	16,939.85	11,647.28	28,587.13	[9]100,064.24	M
7	Hamden	20,250	Public Recreation Commission	10	9	...	22	16	.....	1,210.00	4,460.00	1,425.00	5,885.00	7,095.00	M
8	Hartford	164,072	Park Department	43	36	7	...	...	25,363.21	6,000.00	50,000.00	7,650.00	57,650.00	89,013.21	M
9	Meriden	38,481	Recreation Commission	11	4	...	...	...	75,000.00	7,000.00	10,800.00	96.00	10,896.00	92,896.00	M
10	Middletown	24,554	Park and Playground Department	7	5	...	...	...	500.00	1,000.00	2,000.00	.....	2,000.00	3,500.00	M
11	New Britain	68,628	Municipal Recreation Commission	13	11	...	...	...	.....	2,925.27	4,140.00	.....	4,140.00	7,065.27	M
			Park Board	...	...	...	...	...	44,812.40	.....	.....	.....	.....	53,812.40	M
12	New Haven	162,655	Public Recreation Commission	80	24	9	212	70	250.00	6,775.00	20,017.00	.....	20,017.00	27,042.00	M&P
			Commission of Public Parks	1	...	1	...	...	111,565.00	.....	.....	.....	.....	172,623.37	M
			Board of Education	21	41	...	...	...	.....	1,023.73	7,882.00	730.50	8,612.50	9,636.23	M
13	New London	29,640	Division of Parks, Department of Public Works	...	...	...	...	...	.....	1,150.00	.....	2,000.00	2,000.00	3,150.00	M
14	Norwalk	36,019	Recreation Commission	7	5	...	...	...	.....	779.40	2,680.00	.....	2,680.00	3,459.40	M
15	Norwich	23,021	Recreation Commission	9	14	...	...	...	.....	1,500.00	4,300.00	200.00	4,500.00	6,000.00	M
16	Salisbury	2,703	Recreation Committee	1	...	1	2	2	.....	100.00	2,620.00	.....	2,620.00	2,720.00	P
17	Seymour	7,000	Playground Association	1	1	...	...	...	400.00	150.00	400.00	30.00	430.00	980.00	M&P
18	Shelton	10,113	Recreation Commission	3	2	...	33	10	.....	300.00	700.00	.....	700.00	1,000.00	M
19	South Manchester	20,000	Recreation Committee	10	7	4	...	...	.....	14,000.00	.....	.....	16,000.00	30,000.00	M
20	Stamford	46,346	Board of Recreation	24	26	4	...	...	991.00	.....	14,711.00	.....	14,711.00	[11]28,769.67	M
21	Stratford	19,212	Child Welfare Council	3	...	...	...	...	.....	25.00	100.00	75.00	175.00	200.00	M&P
22	Torrington	26,040	Recreation Department	4	10	1	...	...	410.00	725.00	4,000.00	275.00	4,275.00	5,410.00	M
23	Waterbury	99,902	Board of Park Commissioners	2	2	4	...	...	.....	.....	.....	.....	.....	.....	M
24	West Haven	25,808	Park Commission	...	1	...	...	...	.....	75.00	180.00	1,765.00	1,945.00	2,020.00	M
25	Wethersfield	7,507	Board of Park Commissioners	...	...	...	...	...	.....	.....	.....	.....	.....	.....	M
26	Winsted	7,883	Playground Association	...	2	...	...	...	.....	148.90	780.00	410.25	1,190.25	1,339.15	M&P
	Delaware														
1	Wilmington	106,597	Board of Park Commissioners	22	22	...	...	...	95,783.88	.....	15,140.20	.....	15,140.20	130,564.33	M
	Dist. of Columbia														
1	Washington	486,869	Department of Playgrounds	85	123	36	...	...	1,590.20	37,706.90	100,500.00	82,347.24	182,847.24	222,144.34	M
			Community Center Department, Public Schools	34	59	13	...	...	.....	17,650.32	.....	.....	75,641.38	93,291.70	M&P
			Department of Public Buildings and Public Parks[12]	...	...	...	...	...	.....	.....	.....	.....	.....	38,000.00	M
	Florida														
1	DeLand	5,246	City of DeLand	...	1	...	...	...	.....	2,000.00	750.00	4,250.00	5,000.00	7,000.00	M
2	Eustis	2,835	City Recreation Bureau	...	1	1	...	...	.....	500.00	1,200.00	.....	1,200.00	1,700.00	M
3	Fort Myers	9,082	Board of Public Recreation	2	2	3	...	...	.....	7,901.95	.....	.....	10,088.21	17,990.16	M
4	Lake Wales	3,401	Park Committee of City Council	1	...	1	...	...	.....	.....	.....	.....	.....	15,000.00	M
5	Miami	110,637	Division of Recreation	8	1	2	...	...	7,600.00	5,000.00	4,500.00	1,200.00	5,700.00	18,300.00	M
			Department of Public Service	...	...	...	...	...	.....	.....	.....	.....	.....	.....	M
6	Miami Beach	6,494	Department of Public Recreation	3	3	5	...	...	.....	10,300.00	10,500.00	.....	10,500.00	20,800.00	M
7	Mount Dora	1,613	Recreation Bureau, Chamber of Commerce	...	...	...	1	...	.....	200.00	.....	.....	.....	200.00	M
8	Orlando	27,330	Recreation Department and Athletic Association	6	2	2	20	3	.....	.....	.....	.....	.....	.....	M&P
9	St. Petersburg	40,425	Recreation Bureau	6	1	7	...	...	.....	.....	.....	.....	.....	58,000.00	M
10	Sarasota	8,398	Department of Public Recreation	...	...	...	4	2	.....	.....	.....	.....	.....	.....	M
11	Tampa	101,161	Board of Public Recreation	28	26	23	28	28	.....	14,854.52	37,975.00	6,004.00	43,979.00	58,833.52	M
12	West Palm Beach	26,610	Recreation Department	13	13	1	...	...	8,000.00	.....	5,080.00	.....	5,080.00	13,080.00	M&P
13	Winter Haven	7,130	Recreation Department	2	...	...	...	...	.....	400.00	1,100.00	.....	1,100.00	1,500.00	M

MacMurray College Library

RECREATION STATISTICS FOR 1931

e table

Playgrounds Under Leadership					Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas
Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Number	Total Yearly or Seasonal Attendance ••	Number	Total Yearly or Seasonal Attendance ••			Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation		No. of City
											4												Frank E. Dunne	46
								1															C. W. Townsend	47
											1												S. A. Evans	48
4		8		12	348,036			4		2	6										7		Robert E. Munsey	49
4	3			7	339,194						1		1	4,780	1	107,114					8	36,500	F. A. Helton	a
	4			4	28,994	1					3										12		Glenn Garwood	50
4	8	2		14	41,036					1	6	1	135,000	1	32,199					1	28,162	9	50,000	B. E. Swenson	51
	4			4	17,161			4	6,430	2	3							1	1,251			4		Claude L. Walsh	52
	1	2		3	7,500	3	5,000	1	1,200	1	4	1	1,000	1	12,000			2	2,000	1	1,000	3	1,000	Sabin W. Rich	53
												1		1	10,000									D. C. McMillan	54
1				1																			M. M. Swisher	55
	1			1	2,400															1			Charles H. Woodard	1
	1			1	[1]10,350					1	6							1					W. V. Casey	2
	6			6	[1]95,200					1	1									1	17,285	15	Curtis Engle	3
																1	47,802						Curtis Engle	a
1	33	66		100	[6]500,000	1		36		20	16							3		2		28	Willard N. Greim	4
										1	1	1										3	E. A. Lawver	5
	1			1	10,500															1	500	2	75	Benjamin J. Siebel	6
	6			6						2	5			1						1		4		Bruce Brownson	7
1	3			4	30,000	1				1	2									3		4		Mae A. Gaffney	1
	3			3	2,576	1	16,863			1	1	3										4	200	Harry C. Brazeau	2
	11			11	[1]146,442			5	7,113	1	9	1	159,733	1	37,453	1	14,965					22	70,448	R. A. Leckie	3
	5			5	30,000					2	5	2												A. C. Hitchcock	4
	3			3	19,000					1	1	1	35,000											George W. Anger	5
	4		5	9	85,541	3	6,044	7	8,561	3	10	2	248,900									6	9,987	David S. Switzer	6
	9			9	79,436					2	2													E. L. Manning	7
4	20	5		29		4		10		7	28	1				2				2		34		James H. Dillon	8
	4			4	38,244					1	1	3	90,000	1	35,000							1		George N. Baer	9
	8			8	102,000					1		1	7,500									2	400	P. M. Kidney	10
	8			8	[1]191,187					2	7									3	20,000	9	6,268	B. G. Kranowitz	11
a														1	59,395										a
	9			9	29,399			10																E. L. Manning	12
a										3	24	3	138,552			1	90,117					22	6,672	Harold V. Doheny	a
b	18			18	266,250			6		1														Henry J. Schnelle	b
										1	2	3												William A. Holt	13
	6			6	36,485					1	1	1	1,061											George R. Brunjes	14
	11			11	[10]157,000					2	6											3	150	Matthew J. Sheridan	15
			2	2	[1]6,850	1	800	2	700	2	2													Wilbert R. Hemmerly	16
	2			2	30,000					1	1									1				F. B. Towle	17
	3			3	20,000			1	4,000	2	2											1	3,000	George W. Anger	18
	2			2	27,000	2	20,000			4	4	1	21,500					1	10,000	1	18,000	6		Lewis Lloyd	19
7	1		1	9	166,560	1	10,718	9	29,609		5	2		1								8		Edward J. Hunt	20
	3			3																				E. W. Ireland	21
	3			3	31,746			1	10,000	3	2	1	10,000									1	100	Aroline H. Clarke	22
2	8			10		3				5	9	1								2		18		William D. Shea	23
	1			1						1	3	2										4	7,404	Walter H. Scranton	24
																				2		2		J. B. Standish	25
	1			1	5,687					1	1	1								1				Luther L. Chase	26
	20			20	[1]442,650	2	34,352	4	22,602	1	8									5	261,315	21	18,000	Edward R. Mack	1
1	39	46		85	7,530,781					8	8									5		43		Maude N. Parker	1
a								25	345,962	2	2							2				6		Mrs. E. K. Peeples	a
b										2	29			6	168,001	1	128,883			2	108,757	75	256,119	Col. U. S. Grant, 3rd	b
						1					2					[11]1								H. P. Ford	1
1				1	20,000	1																2		Mrs. M. M. Dibble	2
1	1			2	8,500	1	15,000									1				1	5,752	2		Elisabeth W. Page	3
						2				1	1	1				1						4		Miss E. D. Quaintance	4
2	1		1	4	150,000					3	10											16	50,000	E. E. Seiler	5
																1	25,000							William Sydow	a
2				2	786,324	3	4,500				1	1	280,000			1	49,751					10		J. B. Lemon	6
										1	1	2										2		Louise Lane	7
										1	2	1										9		C. L. Varner	8
						12					2	1	240,000					1	25,539			11	23,000	P. V. Gahan	9
						1					2	2				1						6		J. E. Richards	10
16	5			21	851,203			1		1	9			1	31,169							12	112,990	W. L. Quinlan	11
4				4	166,000	1																		W. A. Dutch	12
	1			1	20,000	1				2	2	2	25,000									11	1,900	D. W. Sinclair	13

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Georgia														
1	Athens	18,192	Colored Community Association	....	....	....	2	5	.....	194.93	.....	.....	.....	194.93	P
2	Atlanta	270,366	Park Department	....	42	....	....	....	.....	15,032.08	50,580.32	.....	50,580.32	65,612.40	M
3	Augusta	60,342	Trees and Parks Committee, City Council	....	3	3	....	....	.....	1,549.40	2,700.00	5,748.88	8,448.88	9,998.28	M
4	Cartersville	5,250	City and Golf Association	....	....	....	....	....	.....	.....	.....	.....	.....	.....	.....
5	Columbus	43,131	Department of Parks and Recreation	1	15	2	15	28	15,309.05	1,631.57	5,000.00	2,992.52	7,992.52	24,933.14	M
6	Dublin	6,681	Parks Committee of City Council	....	....	....	....	....	.....	.....	.....	.....	.....	286.30	M
7	Fitzgerald	6,412	Y. M. C. A.	....	1	....	....	....	800.00	30.00	256.00	.....	256.00	1,086.00	M&P
8	Gainesville	8,624	Park and Recreational Board	....	....	....	....	....	3,000.00	100.00	.....	.....	.....	3,100.00	M
9	Macon	53,829	Playground and Recreation Association	2	12	10	....	....	.....	2,750.00	7,280.00	810.00	8,090.00	10,840.00	M
10	Savannah	85,024	Recreation Commission	4	24	2	....	....	.....	1,090.34	9,919.65	992.00	10,911.65	12,001.99	M
			Bacon Park Commission	....	....	....	....	....	.....	.....	.....	.....	.....	22,243.29	M
11	Thomaston	4,922	Kiwanis Club	....	....	....	1	19	.....	700.00	.....	.....	.....	700.00	M&P
12	Tifton	3,390	Tift County Post No. 21, American Legion	....	2	....	1	2	.....	600.00	300.00	300.00	600.00	1,200.00	M
	Idaho														
1	Burley	3,826	Board of Education	1	1	....	....	....	.....	.....	.....	.....	.....	600.00	M
2	Coeur D'Alene	8,297	City of Coeur D'Alene	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
3	Nampa	8,206	Park Board	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M
	Illinois														
1	Alton	30,151	Playground and Recreation Commission	11	11	2	....	....	11,164.87	1,842.40	5,988.75	8,795.98	14,784.73	27,792.00	M
2	Aurora	46,589	Playground Department	....	16	2	....	....	25,800.00	2,600.00	5,500.00	1,800.00	7,300.00	35,700.00	M
			Parks Department	....	....	....	....	....	9,610.90	2,987.58	1,240.00	4,947.45	6,187.45	18,785.93	M
3	Berwyn	47,027	Playground and Recreation Commission	15	15	[2	....	....	1,424.28	3,584.71	5,861.08	1,071.71	6,932.79	11,941.78	M
4	Bloomington	30,930	Fell Avenue Community Playground Committee	1	1	....	....	....	.....	300.00	400.00	.....	400.00	700.00	P
5	Blue Island	16,534	Playground and Recreation Commission	1	....	1	....	....	.....	.....	.....	.....	.....	2,725.00	M
6	Cairo	13,532	Park Commission	....	....	....	2	....	.....	.....	.....	.....	.....	3,000.00	M
7	Calumet City	12,298	Memorial Park District	5	1	1	40	40	.....	.....	.....	.....	.....	.....	M
8	Canton	11,718	Park District	2	1	....	....	....	1,500.00	3,000.00	600.00	4,000.00	4,600.00	9,100.00	M
9	Centralia	12,583	Department of Recreation	13	19	1	12	18	.....	1,382.52	3,169.90	.....	3,169.90	4,552.42	M
10	Chicago	3,376,438	Bureau of Parks, Recreation and Aviation	38	16	54	....	....	66,000.00	46,317.00	137,540.00	105,055.00	242,595.00	354,912.00	M
			South Park Commissioners	50	25	62	....	....	.....	.....	.....	.....	.....	510,000.00	M
			West Chicago Park Commission	61	63	84	....	....	.....	58,704.00	.....	.....	303,982.00	362,686.00	M
			Bureau of Recreation, Board of Education	74	94	130	....	....	.....	638,967.00	306,176.00	129,520.00	435,696.00	1,074,663.00	M
			Community Center Department, Board of Education	88	88	1	31	29	.....	9,500.00	.....	.....	42,412.47	51,912.47	M
			Calumet Park District	....	....	....	....	....	.....	.....	.....	.....	.....	8,500.00	M
			West Pullman Park District	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
			River Park District	1	1	....	....	....	.....	.....	.....	.....	.....	21,052.62	M
			Lincoln Park Commissioners	14	15	23	....	....	.....	86,276.42	.....	.....	135,086.68	221,363.10	M
			Northwest Park District	14	17	16	....	....	.....	4,110.00	21,601.98	1,255.60	22,857.58	26,967.58	M
			Ridge Park District	6	....	3	....	....	.....	.....	.....	.....	.....	.....	M
			Norwood Park District	6	2	....	2	....	34,500.00	.....	495.00	1,391.00	1,886.00	36,386.00	M
			Irving Park District	7	6	1	....	....	.....	32,000.00	.....	.....	60,000.00	92,000.00	M
			North Shore Park Board	1	....	....	....	....	.....	.....	.....	.....	.....	1,200.00	M
11	Dixon	9,908	Park Board	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M
12	East Dundee	1,341	Playground Committee	1	....	....	12	....	.....	.....	100.00	.....	100.00	100.00	P
13	East St. Louis	74,347	Park District	11	8	....	....	....	10,000.00	4,000.00	2,500.00	5,000.00	7,500.00	21,500.00	M
14	Edwardsville	6,235	Playground Board	3	4	....	....	3	6,350.00	745.50	545.00	340.00	885.00	7,980.50	M
15	Elgin	35,929	City Council	....	....	....	....	....	3,000.00	.....	.....	.....	.....	10,000.00	M
16	Evanston	63,338	Bureau of Recreation	51	28	7	27	8	.....	3,325.00	23,025.35	12,032.21	35,057.56	38,382.56	M
			Board of Education, District No. 76	2	3	....	....	....	.....	.....	.....	.....	.....	1,000.00	M
17	Freeport	22,045	Park Board	....	....	....	....	....	.....	.....	.....	.....	.....	2,500.00	M
18	Glencoe	6,295	Municipal Playground Committee	....	....	....	....	....	1,814.99	12,842.87	.....	19,124.80	19,124.80	33,782.66	M
19	Harrisburg	11,625	Board of Education and Rotary Club	3	....	....	8	....	.....	.....	450.00	.....	450.00	450.00	M
20	Harvey	16,374	Recreational Committee	1	1	....	....	....	.....	.....	.....	.....	.....	3,600.00	M
21	Highland Park	12,203	Community Service and East Park Board	5	8	1	18	26	.....	1,910.25	10,050.00	.....	10,050.00	11,960.25	M&
22	Jacksonville	17,747	Park Commission	6	....	1	....	....	1,476.28	3,026.62	3,587.50	8,525.05	12,112.55	16,615.45	M
			Y. M. C. A.	2	....	....	2	....	.....	100.00	500.00	.....	500.00	600.00	P
23	Joliet	42,993	Bureau of Recreation and Park Board	3	4	1	....	....	63,900.00	.....	4,520.00	.....	4,520.00	109,198.00	M
24	Kankakee	20,620	Park District	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
25	Lake Forest	6,554	Park Board	7	3	....	10	5	12,000.00	3,000.00	2,900.00	10,000.00	12,900.00	27,900.00	M
26	La Salle, Peru and Oglesby	26,180	La Salle-Peru Social Center	11	6	5	....	4	800.00	2,775.00	4,500.00	2,300.00	6,800.00	10,375.00	M
27	Maywood	25,829	Playground and Recreation Board	2	4	....	2	....	447.20	1,426.80	2,518.97	.....	2,518.97	4,392.97	M
28	North Chicago	8,466	Board of Education	1	....	....	....	....	.....	150.00	500.00	.....	500.00	650.00	M
29	Oak Park	63,982	Playground Board	5	11	16	....	....	10,397.80	6,684.75	16,529.20	9,234.15	25,763.35	42,845.90	M
30	Ottawa	15,094	Playground Commission	6	....	....	....	....	.....	450.00	1,450.00	31.00	1,481.00	1,931.00	M
31	Park Ridge	10,417	Park District	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
32	Peoria	104,969	Recreation Commission	8	25	....	....	....	.....	500.00	5,500.00	.....	5,500.00	6,000.00	M
			Pleasure Driveway and Park District	9	7	....	....	....	.....	.....	3,600.00	.....	3,600.00	57,600.00	M
33	River Forest	8,829	Playground and Recreation Board, Board of Education and Park District	5	3	....	....	....	.....	2,545.14	5,863.50	.....	5,863.50	8,408.64	M
34	Rockford	85,864	Board of Park Commissioners	10	7	....	....	....	.....	5,461.90	4,133.11	22,568.11	26,701.22	32,163.12	M
			Booker Washington Social Center[15]	....	1	1	3	15	.....	1,153.97	1,200.00	250.00	1,450.00	2,603.97	P

RECREATION STATISTICS FOR 1931

See table

Playgrounds Under Leadership						Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas
Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Number	Total Yearly or Seasonal Attendance ••	Number	Total Yearly or Seasonal Attendance ••			Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation		No. of City
1	1	...	...	2	7,000	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	1	60	Mrs. E. D. Byrd	1
...	34	...	...	34	223,773	1	.....	...	.....	1	13	...	.....	4	206,598	...	.....	...	.....	6	451,872	62	.....	George I. Simons	2
3	...	...	...	3	275,292	...	.....	...	.....	...	4	1	.....	...	.....	...	.....	...	.....	...	.....	10	.....	W. H. Wise	3
...	...	...	11	11	151,371	...	.....	2	12,132	1	1	...	.....	1	.....	...	.....	...	.....	1	.....	...	.....	R. C. Poindexter	4
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Edwina Wood	5
...	1	...	...	1	6,750	1	424	1	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	3	.....	M. A. Rogers	6
...	...	...	...	...	.....	...	.....	...	.....	2	...	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	Mrs. E. A. Russell	7
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Mrs. Sidney C. Smith	8
10	2	...	...	12	273,701	...	.....	...	.....	...	9	...	.....	...	.....	...	.....	...	.....	...	.....	7	.....	Mrs. Wilma E. Beggs	9
11	...	2	...	13	411,186	...	.....	2	.....	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	} H. S. Bounds	10
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	2	40,000	...	.....	...	.....	...	.....		a
...	1	...	...	1	7,430	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	A. J. Nitzschke	11
...	1	...	...	1	19,500	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	1	5,000	5	2,000	A. B. Phillips	12
...	...	...	...	...	.....	...	.....	1	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	George E. Denman	1
...	...	...	...	...	.....	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	J. M. Voice	2
...	2	...	...	2	.....	...	.....	...	.....	...	...	...	.....	1	.....	...	.....	...	.....	...	.....	...	.....	F. Kuehn, Jr.	3
1	6	...	...	7	52,254	...	.....	3	.....	...	8	...	.....	1	.....	...	.....	...	.....	...	.....	8	.....	H. Ray Myers	1
1	5	...	...	6	294,250	1	.....	...	.....	...	5	...	.....	...	.....	...	.....	...	.....	4	.....	2	.....	Jean E. Mored	2
...	...	...	...	...	.....	...	.....	...	.....	...	3	...	.....	...	.....	1	.....	...	.....	...	.....	12	.....	George Hayward	a
...	10	...	...	10	48,081	3	800	...	.....	1	12	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	Edward Sordelet	3
...	1	...	...	1	18,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	F. R. Sack	4
...	...	...	...	...	.....	...	.....	...	.....	2	5	...	.....	...	.....	...	.....	...	.....	1	.....	3	100	Mrs. Oleda Postweiler	5
...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Rev. C. R. Dunlop	6
2	...	...	...	2	.....	1	15,000	...	.....	1	3	...	.....	...	.....	1	38,000	...	.....	2	100,000	6	6,000	Edward Fedosky	7
...	...	...	...	...	.....	...	.....	...	.....	2	3	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	Frederic A. Perkins	8
...	5	...	...	5	31,080	...	.....	2	.....	3	3	1	7,000	...	.....	...	.....	...	.....	...	.....	6	2,688	Edgar A. Drake	9
37	...	...	...	37	5,065,478	...	.....	...	.....	11	16	4	.....	...	.....	...	.....	3	.....	1	.....	40	.....	Theo. A. Gross	10
...	24	...	...	24	1,519,900	18	5,654,375	...	.....	25	87	4	493,350	1	90,540	2	178,375	...	.....	15	990,450	396	397,500	V. K. Brown	a
18	2	...	...	20	11,401,468	18	3,005,310	...	.....	16	13	...	.....	2	130,953	...	.....	2	68,543	14	1,214,009	153	254,046	William J. H. Schultz	b
65	20	...	...	85	7,378,132	...	.....	...	.....	12	12	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Herman J. Fischer	c
...	...	...	...	...	.....	...	.....	25	36,718	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Marie G. Merrill	d
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	2	.....	3	4,500	William H. German	e
...	...	...	...	...	.....	1	.....	...	.....	1	1	...	.....	...	.....	...	.....	1	.....	...	.....	5	.....	George W. Smith	f
...	...	...	...	...	.....	5	.....	...	.....	5	5	...	.....	...	.....	...	.....	...	.....	1	.....	19	.....	Dorothy E. Johnson	g
6	...	...	...	6	3,000,000	6	1,200,000	...	.....	8	14	3	15,000,000	1	119,750	...	.....	2	120,000	...	.....	65	250,000	Oscar A. Knop	h
12	...	...	...	12	2,786,844	8	.....	...	.....	11	...	...	.....	1	65,000	...	.....	1	62,115	...	.....	41	123,972	Helene Andersen	i
...	...	...	...	...	.....	1	.....	...	.....	3	3	...	.....	...	.....	...	.....	1	.....	...	.....	16	.....	Ralph W. Morgan	j
...	2	...	...	2	.....	1	.....	...	.....	2	1	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	Charles L. Bennett	k
...	9	...	...	9	.....	...	.....	...	.....	4	5	...	.....	...	.....	...	.....	1	.....	...	.....	16	.....	Charles A. Miller	l
...	...	...	...	...	.....	...	.....	...	.....	1	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	James R. Glass	m
...	...	...	...	...	.....	...	.....	...	.....	...	3	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Esther M. Barton	11
...	1	...	...	1	24,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Harry Wendt	12
3	5	...	...	8	452,000	...	.....	...	.....	2	9	1	97,250	...	.....	...	.....	1	8,550	...	.....	14	48,250	Emmett P. Griffin	13
...	4	...	...	4	[1]27,000	...	.....	...	.....	2	1	...	.....	...	.....	...	.....	...	.....	...	.....	10	500	Charles E. Gueltig	14
...	...	...	...	...	.....	...	.....	...	.....	1	3	...	.....	1	.....	...	.....	...	.....	1	.....	8	.....	Milton A. Grow	15
1	9	1	2	13	310,636	1	.....	11	.....	3	4	8	.....	...	.....	...	.....	...	.....	...	.....	12	.....	Charles T. Byrnes	16
...	3	...	...	3	.....	...	.....	1	300	3	3	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	F. W. Nichols	a
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	8	.....	A. F. Stanley	17
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	1	30,000	...	.....	...	.....	...	.....	J. A. Williams	18
...	1	...	...	1	[1]6,900	...	.....	1	.....	...	3	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Roscoe Pulliam	19
10	...	...	...	10	.....	...	.....	5	.....	3	8	...	.....	...	.....	...	.....	...	.....	1	.....	5	.....	Harris Dante	20
4	2	6	...	12	88,560	...	.....	4	.....	1	4	3	25,000	...	.....	1	.....	...	.....	...	.....	5	.....	Harry L. Allen	21
1	4	...	...	5	40,000	2	15,000	1	3,000	1	...	...	.....	1	17,000	...	.....	...	.....	1	25,000	2	1,500	T. W. Beadle	22
...	...	...	...	...	.....	...	.....	1	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	A. D. Herman	a
...	5	...	...	5	37,573	...	.....	5	16,500	1	7	...	.....	1	.....	2	[1]70,000	...	.....	1	21,000	21	23,600	P. H. Slocum	23
...	...	...	...	...	.....	...	.....	...	.....	...	2	1	.....	...	.....	...	.....	...	.....	1	.....	3	.....	Charles D. Henry, Jr.	24
...	3	...	...	3	60,000	...	.....	...	.....	3	3	1	20,000	...	.....	1	22,000	...	.....	...	.....	6	20,000	R. H. Peters	25
...	1	...	...	1	9,150	...	.....	1	115,000	1	3	...	.....	...	.....	...	.....	1	.....	1	.....	3	.....	Howard Fellows	26
8	4	...	1	13	73,939	...	.....	4	.....	...	10	...	.....	...	.....	...	.....	...	.....	...	.....	8	.....	W. Claudius Collisl	27
...	...	...	...	...	.....	...	.....	1	1,000	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	R. L. Newenham	28
4	...	...	...	4	510,000	4	.....	...	.....	4	4	...	.....	...	.....	...	.....	...	.....	...	.....	9	33,735	Josephine Blackstock	29
...	...	...	6	6	78,000	...	.....	...	.....	...	5	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	O. J. Christmann	30
...	...	...	...	...	.....	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	2	.....	6	.....	R. L. Baird	31
...	2	...	...	2	8,000	...	.....	6	39,713	...	...	1	20,000	...	.....	...	.....	...	.....	...	.....	...	.....	Walter B. Martin	32
...	5	...	...	5	.....	...	.....	...	.....	5	6	...	.....	...	.....	2	.....	...	.....	3	.....	21	.....	E. L. Peterson	a
1	2	...	...	3	50,128	1	.....	4	.....	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	Alvin L. Lyons	33
...	7	...	...	7	100,205	...	.....	...	.....	1	16	...	.....	1	.....	2	.....	...	.....	2	125,000	45	.....	H. E. Folgate	34
...	...	...	...	...	.....	...	.....	1	12,000	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Lola Robinson	a

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Illinois—Cont.														
35	Rock Island	37,953	Playground and Recreation Commission	16	4	1	3	1	.....	657.44	4,600.37	1,073.44	5 673.81	6,331.25	M
36	St. Charles	5,377	Henry Rockwell Baker Memorial Community Center; Park Commission	3	2	....	3	3	.....	3,810.05	2,280.00	2,611.80	4,891.80	8,701.85	P M
37	Silvis	2,650	Recreation Commission	....	2	....	....	....	.....	286.80	339.50	201.40	540.90	827.70	M
38	Springfield	71,864	Playground and Recreation Commission	37	31	3	....	....	500.00	.....	16,000.00	.....	16,000.00	[16]75,826.00	M
39	Sterling	10,012	Sterling-Coloma Park Boards	3	1	....	....	....	.....	.....	885.00	.....	885.00	5,850.00	M
40	Stillman Valley	365	Community Recreation Association	1	....	....	2	....	200.00	25.00	30.00	.....	30.00	255.00	M&
41	Sycamore	4,021	Park District; Community Center Association	1	1	1	3	3	.....	4,007.93	1,540.00	2,140.00	3,680.00	7,687.93	P
42	Waukegan	33,499	Playground and Recreation Board	19	11	3	....	....	1,500.00	7,000.00	8,500.00	.....	8,500.00	17,000.00	M
43	Wheaton	7,258	Park District	4	....	....	....	....	20,000.00	2,000.00	1,000.00	2,500.00	3,500.00	25,500.00	M
44	Wilmette	15,233	Playground and Recreation Board	4	4	4	....	....	57.46	2,896.32	9,489.61	1,615.97	11,105.58	14,059.36	M&
45	Winnebago County[17]	117,373	Winnebago County Forest Preserve District	1	....	....	....	....	7,529.67	2,312.28	1,500.00	5,534.55	7,034.55	16,876.50	C
46	Winnetka	12,166	The Community House[18]	3	5	5	....	....	.....	9,177.97	.....	.....	16,946.47	26,124.44	M&
47	Wood River	8,136	Playground Association	1	1	....	....	....	.....	70.00	280.00	.....	280.00	350.00	P
	Indiana														
1	Anderson	39,804	Recreation Department, Park Board	2	6	....	3	....	.....	.....	2,000.00	.....	2,000.00	30,215.79	M
2	Bedford	13,208	Recreation Commission	4	4	....	....	....	261.42	659.27	2,067.95	107.55	2,175.50	3,096.19	M
3	Bloomington	18,227	City Park Board	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
4	Columbus	9,935	Recreation Commission	5	4	....	....	....	.....	.....	.....	.....	.....	5,760.00	M
5	Crawfordsville	10,355	Board of Education	2	3	....	....	....	.....	150.00	500.00	600.00	1,100.00	1,250.00	M
6	Crown Point	4,046	Community Recreation Committee	....	....	....	1	2	.....	90.00	.....	.....	.....	90.00	P
7	East Chicago	54,784	Department of Community Recreation[19]	34	26	2	....	....	.....	.....	9,788.67	.....	9,788.67	18,373.65	M
8	Elkhart	32,949	Board of Public Works	5	....	....	....	....	.....	.....	.....	.....	.....	1,100.00	M
9	Evansville	102,249	Municipal Recreation Department	41	20	3	100	125	.....	1,913.62	24,331.01	2,531.33	26,862.34	28,775.96	M
10	Fort Wayne	114,946	Board of Park Commissioners; The Wheatley Social Center[15]	16	34	....	....	....	2,744.88	4,093.68	7,635.00	.....	7,635.00	[20]14,473.56	M
				3	3	4	....	....	1,150.00	1,125.00	4,200.00	200.25	4,400.25	6,675.25	P
11	Frankfort	12,196	Municipal Park Board	....	2	....	....	....	.....	220.00	1,520.00	3,000.00	4,520.00	4,740.00	M
12	Gary	100,426	Board of Park Commissioners	....	3	....	....	....	.....	.....	.....	.....	.....	.....	M
13	Goshen	10,397	Recreation Commission	5	3	....	....	2	.....	.....	.....	.....	.....	.....	M
14	Hammond	64,560	Community Service and Department of Recreation	13	11	2	....	....	12,000.00	3,000.00	8,200.00	3,000.00	11,200.00	26,200.00	M&
15	Indianapolis	364,161	Recreation Department, Park Commission	74	73	6	....	....	11,790.84	36,353.31	49,330.00	62,736.10	112,066.10	160,210.25	M
16	Jeffersonville	11,946	Recreation Board	2	2	....	....	....	325.00	887.40	1,170.60	285.90	1,456.50	2,668.90	M
17	Kendallville	5,439	City Council	1	1	....	....	....	.....	300.00	.....	.....	1,650.00	1,950.00	M
18	La Porte	15,755	Board of Education; Civic Auditorium and Gymnasium	3	10	....	....	....	.....	.....	3,000.00	.....	3,000.00	3,000.00	M
				1	....	1	....	....	.....	6,210.00	3,500.00	4,680.00	8,180.00	14,390.00	M&
19	Michigan City	26,735	Public Schools	7	7	....	....	....	.....	200.00	2,160.00	.....	2,160.00	2,360.00	M
20	Mishawaka	28,630	Chamber of Commerce	6	7	....	....	....	.....	444.77	2,047.18	.....	2,047.18	2,491.95	M
21	New Albany	25,819	City Board of Recreation	8	9	....	....	....	294.00	787.28	2,388.25	.....	2,388.25	3,469.53	M
22	New Castle	14,027	City Park Department	....	2	....	....	....	.....	.....	180.00	.....	180.00	180.00	M
23	Pendleton	1,538	Park Committee	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
24	Peru	12,730	Y. M. C. A.	2	1	....	....	....	.....	.....	.....	.....	.....	.....	
25	Richmond	32,493	City School Board; Townsend Community Center[15]	6	5	....	....	....	.....	400.00	1,480.00	.....	1,480.00	1,880.00	M
				....	2	1	....	....	.....	2,200.00	.....	.....	2,500.00	4,700.00	P
26	Seymour	7,508	Board of Education	1	....	....	....	....	.....	.....	200.00	.....	200.00	200.00	M
27	South Bend	104,193	Board of Education and Park Board	47	40	....	....	....	.....	.....	.....	.....	.....	.....	M
28	Speed	600	Recreation and Welfare Department, Louisville Cement Corporation	1	3	2	....	....	.....	.....	.....	.....	.....	.....	P
29	Tell City	4,873	Playground Committee	....	1	....	....	....	.....	90.00	200.00	.....	200.00	290.00	M&
30	Terre Haute	62,810	Board of Park Commissioners	....	....	....	....	....	.....	.....	.....	.....	.....	7,000.00	M
31	Wabash	8,840	Community Service	1	....	....	....	....	1,150.00	1,675.00	1,200.00	1,400.00	2,600.00	5,425.00	M&
32	Whiting	10,880	Community Service	7	7	3	....	....	.....	18,800.00	10,200.00	11,000.00	21,200.00	40,000.00	I
	Iowa														
1	Ames	10,261	Junior Chamber of Commerce	4	2	....	....	....	.....	100.00	800.00	.....	800.00	900.00	I
2	Cedar Falls	7,362	Board of Education; Board of Park Commissioners	....	1	....	....	....	.....	50.00	50.00	.....	50.00	100.00	M
3	Cedar Rapids	56,097	Playground Commission; Park Commission	32	27	3	50	30	1,500.00	2,500.00	9,700.00	900.00	10,600.00	9,000.00 14,600.00	M
4	Centerville	8,147	Kiwanis Club	....	....	....	12	....	1,000.00	500.00	.....	300.00	300.00	1,800.00	I
5	Corydon	1,768	Park Commission	....	....	....	....	....	.....	.....	.....	.....	.....	1,050.00	M
6	Council Bluffs	42,048	Board of Park Commissioners; American Legion[21]	2	1	....	40	....	.....	97.80	.....	115.55	115.55	11,782.94 213.35	M
7	Creston	8,615	Park Commission	1	....	....	1	1	600.00	1,350.00	.....	.....	1,450.00	3,400.00	I
8	Davenport	60,751	Playground and Recreation Commission; Board of Park Commissioners	6	11	....	....	....	.....	10,490.00	5,510.00	4,000.00	9,510.00	20,000.00	I
9	Denison	3,905	City of Denison	2	....	....	....	....	.....	.....	.....	.....	.....	.....	
10	Des Moines	142,559	Playground and Recreation Commission; Department of Parks and Public Property	26	35	2	....	....	.....	2,640.00	22,878.34	.....	22,878.34	25,518.34 30,757.44	
11	Dubuque	41,679	Playground and Recreation Commission	12	13	1	10	12	600.00	3,800.00	5,780.00	200.00	5,980.00	10,380.00	
12	Estherville	4,940	City of Estherville	1	1	....	....	....	.....	.....	.....	.....	.....	1,750.00	
13	Fairfield	6,619	Forum Club; Board of Education	....	....	....	....	....	.....	.....	.....	.....	.....	1,000.00	
				1	....	....	....	....	.....	.....	300.00	.....	300.00	300.00	
14	Grinnell	4,949	Grinnell College	1	....	....	....	....	.....	1,013.40	844.50	568.63	1,413.13	2,426.53	
15	Marion	4,348	Post No. 298, American Legion	1	1	....	12	....	1,100.00	400.00	.....	.....	1,877.50	3,377.50	

he table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Recreation Buildings: Number	Total Yearly or Seasonal Attendance ••	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance ••	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
5	...	3	...	...	3	58,686	...	...	4	...	1	7	...	...	...	...	...	...	...	...	...	...	19	...	M. H. Hodge	...	35
6	...	...	...	...	...	...	1	83,597	...	...	...	...	...	...	...	...	...	...	1	10,000	...	...	...	...	Robert F. Munn	...	36
a	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	1	...	Bert Turner	...	a
7	...	1	...	...	1	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	3	...	Mrs. Edythe Parsons	...	37
8	...	24	...	...	24	156,934	1	4,500	3	5,275	5	9	...	...	2	57,637	1	40,976	...	...	1	40,382	40	...	John E. MacWherter	...	38
9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	50,000	...	...	Edw. C. Goshert	...	39
0	...	1	...	...	1	1,792	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	2	...	E. G. Seeberg	...	40
1	...	1	...	...	1	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...	2	8,000	2	2,000	S. M. Henderson	...	41
a	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	Carl H. Schmitt	...	a
3	...	9	...	...	9	115,000	...	...	...	...	...	4	1	139,600	...	...	...	...	...	...	...	...	...	...	E. L. Walkup	...	42
3	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	40,000	7	...	J. L. D. Langan	...	43
4	...	3	...	...	3	37,050	...	...	2	32,025	1	5	...	...	...	...	...	...	...	...	...	...	2	9,445	Daniel M. Davis	...	44
5	...	...	...	...	...	...	...	...	...	...	8	10	5	...	...	...	1	...	...	...	...	...	...	...	T. G. Lindquist	...	45
6	...	4	...	...	4	...	1	...	...	...	11	11	2	...	...	...	1	...	...	...	...	...	2	...	George C. Getgood	...	46
7	...	1	...	...	1	3,500	...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	...	1	...	Glenn O. De Atley	...	47
1	...	10	...	...	10	162,335	...	...	...	...	5	6	...	...	...	...	1	...	...	...	1	32,000	3	3,000	E. J. Rood	...	1
2	...	3	...	...	3	22,659	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	11,702	...	...	James J. Crossett	...	2
3	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	1	...	...	...	1	...	...	...	Fred J. Prow	...	3
4	...	6	...	...	6	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	Donald D. Dushane	...	4
5	...	5	...	...	5	9,424	...	...	...	...	...	1	...	...	...	...	...	...	...	...	1	280	1	70	Nolan C. Craver	...	5
6	...	1	...	...	1	8,580	...	...	1	2,400	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Hardy R. Songer	...	6
7	...	9	2	...	11	128,832	...	...	9	32,925	6	6	1	...	1	...	...	...	2	...	1	...	27	...	F. V. Merriman	...	7
8	...	...	...	...	...	...	...	...	...	...	1	3	1	...	...	...	...	...	...	...	1	...	2	...	M. D. Weldy	...	8
9	...	12	...	...	12	215,000	...	...	17	46,400	7	11	...	...	...	...	1	20,250	...	...	4	121,600	14	45,000	G. G. Eppley	...	9
0	...	14	...	...	14	174,107	...	...	...	...	...	8	...	...	...	...	1	...	...	...	2	...	56	...	Carrie A. Snively	...	10
a	...	...	...	...	...	...	1	34,017	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	E. J. Unthank	...	a
1	...	2	...	...	2	[1]30,000	...	...	3	50,000	...	...	...	...	...	...	...	...	...	...	1	40,000	...	...	J. B. Agnew	...	11
2	...	3	...	...	3	...	...	...	...	...	8	9	1	...	...	...	1	...	...	...	...	...	14	...	W. H. DeGan	...	12
3	...	4	...	...	4	...	...	...	2	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	Lois Kyler	...	13
4	...	13	...	6	19	172,000	...	...	...	...	2	14	2	150,000	...	...	...	...	...	...	...	...	18	19,000	Charles W. Clark	...	14
5	...	43	...	...	43	[1]783,858	8	288,729	...	...	...	22	2	216,931	2	...	4	...	...	...	5	332,348	77	...	H. W. Middlesworth	...	15
6	...	2	...	...	2	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	2	...	John B. Funk	...	16
7	...	1	...	...	1	...	1	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	3	...	W. C. Anman	...	17
8	...	4	4	...	8	[1]56,745	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12	...	Mabel Foor	...	18
a	...	1	...	...	1	2,626	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	W. A. Goering	...	a
9	...	7	...	...	7	...	...	...	...	...	2	...	1	...	...	...	...	...	...	...	...	...	3	...	Frances Sebesta	...	19
0	...	7	...	...	7	[1]116,112	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	6	450	F. M. Steele	...	20
1	...	7	...	...	7	58,579	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	Dorothy M. Seigle	...	21
2	...	2	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Ernest L. Guyer	...	22
3	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	1	...	1	...	D. H. Walker	...	23
4	...	1	...	...	1	22,000	...	...	1	1,500	1	2	...	...	...	...	...	...	...	...	...	...	2	500	C. Y. Andrews	...	24
5	...	7	...	...	7	29,372	...	...	...	...	3	8	...	...	...	...	...	...	...	...	...	...	...	...	L. H. Lyboult	...	25
a	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Julia W. Partner	...	a
6	...	2	...	...	2	[1]1,920	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	N. J. Lasher	...	26
7	...	9	...	18	27	300,000	...	...	14	...	2	11	...	...	1	...	1	...	1	...	...	...	28	...	E. H. Burnham	...	27
8	1	...	...	...	1	...	1	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...	1	...	Jesse G. Dorsey	...	28
9	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Florence Ahlf	...	29
0	...	...	...	...	...	...	...	...	...	...	1	2	...	...	1	...	1	...	...	...	2	...	12	...	Albert J. Carbon	...	30
1	...	...	...	...	...	...	...	...	1	8,895	...	2	...	...	...	...	...	...	...	...	...	...	...	...	W. C. Mills	...	31
2	...	5	...	...	5	35,000	1	250,000	...	...	1	5	1	...	...	...	...	...	...	...	1	40,000	10	...	John Sharp	...	32
1	...	6	...	...	6	...	...	...	...	...	...	[illegible]	...	...	...	...	...	...	...	...	...	...	...	...	Ray Donels	...	1
2	...	1	...	...	1	[1]800	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	F. L. Mahannah	...	2
a	...	...	...	...	...	...	...	...	...	...	1	1	1	...	1	...	...	...	...	...	...	...	3	...	W. K. Voorhees	...	a
3	...	9	...	6	15	120,000	...	...	...	...	4	5	...	...	...	...	...	...	...	...	2	...	12	...	Willard Hayes	...	3
a	...	...	...	...	...	...	...	...	...	...	...	1	1	40,000	1	12,000	...	...	...	...	...	...	10	10,000	Ed. Stefan	...	a
4	...	1	...	...	1	10,000	...	...	...	...	...	2	...	...	...	...	...	...	...	...	1	1,000	...	...	Russell D. Buss	...	4
5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	1	...	2	...	T. W. Miles	...	5
6	...	...	...	...	...	...	...	...	...	...	...	...	1	44,328	...	...	1	23,309	...	...	...	...	...	...	P. E. Minner	...	6
a	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	Otto A. Wurl	...	a
7	...	...	...	...	...	...	...	...	...	...	...	1	2	...	...	...	...	...	...	...	...	...	2	...	C. R. Glattly	...	7
8	...	7	...	3	10	[2]92,430	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	7	...	O. E. Johnson	...	8
a	...	...	...	...	...	...	...	...	...	...	...	1	1	6,040	...	...	2	59,987	...	...	...	...	3	7,236	C. O. E. Boehm	...	a
9	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	1	...	...	...	Jacob Johnson	...	9
10	...	16	...	6	22	277,969	...	...	6	2,160	...	11	...	...	...	...	...	...	2	...	1	...	35	...	Kathryn E. Krieg	...	10
a	...	...	...	...	...	...	...	...	...	...	...	11	...	...	...	...	2	152,302	...	...	1	35,749	31	...	Helen Richter	...	a
11	...	10	...	...	10	89,000	...	...	...	...	4	19	1	...	...	...	...	...	...	...	...	...	15	...	Sylvester McCauley	...	11
12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	30,000	...	...	P. V. Linke	...	12
13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	3,000	...	...	Harley Carter	...	13
a	...	1	...	...	1	...	...	...	...	...	2	4	...	...	...	...	...	...	...	...	...	...	...	...	W. G. Pence	...	a
14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	8	...	J. C. Truesdale	...	14
15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	40,000	...	...	Z. N. Lundy	...	15

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Iowa—Cont.														
16	Mason City	23,304	Y. M. C. A. and Y. W. C. A.	2	1	....	....	....	....	....	....	....	....	....	P
17	Ottumwa	28,075	Y. M. C. A.	2	....	....	42	....	....	700.00	800.00	....	800.00	1,500.00	P
18	Perry	5,881	Park Commission	....	....	....	....	....	....	262.00	....	135.00	135.00	397.00	M
19	Rockwell City	2,108	Park Board	....	....	....	....	....	....	....	....	....	....	....	M
20	Sioux City	79,183	Independent School District	30	23	1	....	....	....	1,628.96	12,743.95	1,006.00	13,749.95	15,378.91	M
21	Storm Lake	4,157	City of Storm Lake	1	1	....	....	....	....	....	300.00	....	300.00	300.00	M
22	Waterloo	46,191	Playground Commission	5	4	1	....	....	1,760.00	1,686.00	4,870.00	....	4,870.00	8,316.00	M
23	Webster City	7,024	Board of Education City of Webster City	8	4	....	....	....	....	....	....	....	....	....	M M
	Kansas														
1	Atchison	13,024	City of Atchison	....	....	....	....	....	700.00	783.00	....	1,200.00	1,200.00	2,683.00	M
2	Coffeyville	16,198	Board of Education	3	1	....	....	....	....	....	....	....	....	702.00	M
3	Dodge City	10,059	City Commission	....	....	....	....	....	....	....	....	....	....	....	M
4	Emporia	14,067	City of Emporia	1	1	....	....	....	9,050.00	300.00	600.00	....	600.00	9,950.00	M&P
5	Herington	4,519	City of Herington	1	....	....	2	....	....	500.00	150.00	....	150.00	650.00	M
6	Kansas City	121,857	Department of Parks	1	....	....	....	....	75,000.00	....	....	....	....	75,000.00	M
7	Leavenworth	17,466	Park Commission	....	....	....	....	....	....	....	....	....	....	2,000.00	M
8	Manhattan	10,136	City of Manhattan	....	....	....	....	....	....	940.00	....	480.00	480.00	1,420.00	M
9	Newton	11,034	City of Newton	....	....	....	....	....	700.00	....	....	....	....	700.00	M
10	Parsons	14,903	Board of Education	4	6	....	4	4	....	200.00	....	....	3,500.00	3,700.00	M
11	Salina	20,155	City of Salina	....	....	....	....	....	5,600.00	....	1,882.00	1,539.38	3,421.38	9,021.38	M
12	Smith Centre	1,736	Community Park Trustees	1	2	....	....	....	....	500.00	300.00	1,000.00	1,300.00	1,800.00	P
13	Topeka	64,120	Board of Education Park Commissioner	23	27	....	....	4	....	1,383.60	9,866.25	....	9,866.25	11,249.85	M
14	Wichita	111,110	Board of Park Commissioners	12	7	....	5	20	18,429.00	....	....	....	....	18,429.00	M
	Kentucky													26,000.00	M
1	Covington	65,252	Board of Park Commissioners	6	8	....	....	....	....	500.00	3,000.00	....	3,000.00	3,500.00	M
2	Lexington	45,736	Playground and Recreation Board Colored Department of Playground and Recreation[15]	13 3	11 7	2 1	5 3	15 7	....	3,648.71 600.00	7,351.29 1,800.00	....	7,351.29 3,450.00	11,000.00 4,050.00	M M
3	Louisville	307,745	Recreation Division, Department of Public Welfare	93	43	15	....	....	....	27,509.82	38,403.61	....	38,403.61	65,913.43	M
4	Newport	29,744	Playground Committee, Community Service	....	10	....	....	....	....	55.67	1,579.18	....	1,579.18	1,634.85	M
5	Owensboro	22,765	Recreational Association	7	3	....	28	5	....	....	....	....	....	1,223.81	M,C
6	Russell	2,084	Community Work Committee	2	1	....	....	....	....	100.00	870.00	30.00	900.00	1,000.00	P
	Louisiana														
1	Alexandria	23,025	Playground Association Peabody Public High School [15]	4	....	2 1	6	21	....	4,110.00	3,100.00	3,750.00	6,850.00	10,960.00	M&I
2	Baton Rouge	30,729	Park Commissioner	2	1	....	1	....	....	11,500.00	2,500.00	3,000.00	5,500.00	17,000.00	M
3	Lafayette	14,635	Department of Public Property	....	....	....	1	....	....	1,500.00	....	750.00	750.00	2,250.00	M
4	Lake Charles	15,791	Woodbury Community Center[15]	1	....	....	3	6	....	300.00	125.00	60.00	185.00	485.00	P
5	Mansfield	3,837	Chamber of Commerce and De Soto Departmental Club	....	....	....	4	8	150.00	75.00	....	....	....	225.00	P
6	Monroe	26,028	Recreation Department	....	9	1	....	11	....	....	2,000.00	....	2,000.00	2,000.00	M
7	Natchitoches	4,547	State Normal College	....	....	....	3	3	1,000.00	25.00	....	....	....	1,025.00	M
8	New Orleans	458,762	Playground Community Service Commission Parish School Board and Public School Athletic League City Park Commission Audubon Park Commission Sylvania F. Williams Community Center[15]	7 3 2 2	24 2 6	25 2	1 6	1 51	....	6,746.83 .... 407.00	26,774.20	....	26,774.20	33,521.03 3,200.00 75,400.96 [24]38,059.46 [25]407.00	M M M M P
9	Oakdale	3,188	Methodist Church	....	....	....	1	10	....	25.00	....	....	....	25.00	P
10	Pineville	3,612	Playground Comrades of America	....	....	....	1	3	....	50.00	....	....	....	50.00	P
11	Rayville	2,076	Folk School of Richland Parish	2	3	....	....	4	....	100.00	155.00	....	155.00	255.00	P
12	Shreveport	76,655	Park Board	19	21	6	....	....	2,364.30	9,325.04	5,155.98	15,041.75	20,197.73	31,887.07	M
	Maine														
1	Auburn	18,571	Y. M. C. A.	1	....	....	....	....	....	....	....	....	....	....	P
2	Augusta	17,198	Y. M. C. A. and Park Board	2	....	....	2	3	630.00	409.52	400.00	....	400.00	1,439.52	M
3	Bangor	28,749	Recreation Committee	11	5	....	....	....	....	715.53	1,916.96	920.23	2,837.19	3,552.72	M
4	Derby	325	Improvement Society	....	1	....	2	3	....	80.00	200.00	....	200.00	280.00	P
5	Houlton	6,191	Southern Aroostook Chapter, American Red Cross	1	....	....	....	....	....	23.90	300.00	....	300.00	323.90	M
6	Kennebunk	3,138	Public Welfare Committee, Webhannet Club	1	....	....	....	....	....	34.60	295.00	....	295.00	329.60	P
7	Portland	70,810	Recreation Commission	1	22	1	....	....	....	6,387.34	4,890.09	2,916.79	7,806.88	14,194.22	M
8	Rockland	9,075	Community Association	1	....	....	....	....	....	....	150.00	....	150.00	150.00	M
9	Rumford	10,340	Park Commission	1	1	....	1	2	300.00	2,200.00	300.00	200.00	500.00	3,000.00	M
10	Saco	7,233	Women's Educational and Industrial Union	....	2	....	....	....	....	80.00	150.00	....	150.00	230.00	P
11	Waterville	14,454	Park Commission	3	3	....	2	4	3,500.00	....	426.00	....	426.00	6,350.00	M
12	Westbrook	10,807	Community Association	3	....	1	8	4	....	617.73	3,738.34	2,981.37	6,719.71	7,337.44	P
	Maryland														
1	Baltimore	804,874	Playground Athletic League	198	298	96	....	....	....	69,563.24	....	....	176,923.25	246,486.49	M,
2	Cumberland	37,747	School Department	2	2	....	....	....	....	....	....	....	....	....	P
3	Frederick	14,434	Playground Commission	3	6	....	....	....	....	3,099.80	921.00	1,414.00	2,335.00	5,434.80	M
4	Salisbury	10,997	Athletic Association	4	2	....	....	....	6,000.00	....	600.00	....	600.00	6,600.00	P
	Massachusetts														
1	Amesbury	11,899	Park Commission	....	4	....	....	....	....	283.55	591.00	....	591.00	875.10	
2	Andover	9,969	Andover Guild	2	3	1	8	24	....	....	....	....	....	5,000.00	

ECREATION STATISTICS FOR 1931

e table

Playgrounds Under Leadership						Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	
Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Number	Total Yearly or Seasonal Attendance ••	Number	Total Yearly or Seasonal Attendance ••			Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation			No. of City
	4			4	[1]22,500					1	5													A. M. Karges		16
										1	8	1												E. J. Eigenmann		17
											1									1				Mrs. Myrtle Van Horne		18
																				1		1		C. O. Dixon		19
	20			20	[1]374,733			6	7,000															L. W. Feik		20
	1			1						1		1												G. S. Robinson		21
	8			8	95,560			1	2,650		2													Victor A. Read		22
								2																Burrus E. Beard		23
																				1				Dr. T. B. Larrabee		a
											1									1	12,696	10		A. W. Seng		1
	3			3							2							1				6		A. I. Decker		2
	1			1						1	2	1								1	15,000			E. C Hathaway		3
	1			1	5,000					1	3											2		William Allen White		4
										1	7									1		3		Ralph E Longbine		5
														1	2,800					5	66,443	46	8,107	W. E. Wilson		6
																						1		John D. Becker		7
																				1				Charles H. Lantz		8
											1									1		6		J. B. Heffelfinger		9
	5			5	[1]15,000			8		3	4							1				6		C. J. Mills		0
																				1	30,573			H. L. Brown		11
	21			21	298,031					1	1	1								1		1		S. C. Stevens		12
											7									1		37		L. P. Dittemore		13
4	22			26							8					1	68,000			5	168,982	12	47,572	J. C. Baughman		a
	6			6		4					3													Alfred MacDonald		14
	6		3	9	218,546			1	25,581	1	3									6	7,000	4		Anne Campbell		1
																						14		Anna S. Pherigo		2
	4			4	182,700	1	49,000			2	2			1								4		T. E. Brown		a
	11		13	24	584,488	3	[2]97,910	10		3	34											70	109,305	Dorothea Nelson		3
	9			9	[1]45,500						3													Mrs. E. C. Wendt		4
	5			5	[2][1]120,120																			J. L. Foust		5
	1			1	54,335	1	720			1	1									1		5		W. W. Tenney		6
	3			3	43,800						4			1	3,650					1	4,000	6	1,0000	W. E. Brown		1
		1		1																		1	6,50			a
2	1			3	116,800					1	1											8		Powers Higginbotham		2
										1	2			1	14,000					1				F. V. Houton		3
	2			2	35,000	2	3,000	1	4,500	1	1			1	5,000					1	10,000	1	1,000	W. S. Thomas		4
	2			2	1,010					1	1											2	1,600	Milton C. Tainter		5
	5			5	37,500	1					1											3		Lucyle Godwin		6
	1			1	[3]3,000					1	1													W. E. Brown		7
8	17			17	798,715			1														5		L. Di Benedetto		8
								2	15,000									1						Frank J. Beier		a
											9			1		1				1	44,170	24	24,740	George E. Vinnedge		b
											4									1		23		J. A. Hayes		c
1				1				1	44,000															Mildred Towle		d
	1			1	500					1														W. E. Brown		9
	1			1	500					1	1													W. E. Brown		10
	1			1	2,500					1	1											2		Mrs. Carey J. Ellis, Jr.		11
			13	13	280,102	1	17,000			5	3			1	17,187					1	15,391	21	29,164	Grover C. Thames		12
										2	2							1						Clarence C. Yocom		1
	3	1		4	9,450			2		4	3							1	4,000					Samuel McCall		2
	4			4																1				H. M. Wright		3
	1			1	[1]2,950					1	1	1								1		2		W. J. Russel		4
												1												Robert H. Williams		5
	1			1	4,500					1	1											2	300	Steven J. Steger		6
	12			12	150,000					2	8	1										8		Granville R. Lee		7
	1			1																				E. L. Toner		8
	1		1	2	20,000			1		2	1									1				Charles A. Mixer		9
	1			1	[1]2,100																			Mrs. Frances E. Whitoo		10
	2		1	3	20,500					1	1									1	10,260	1	680	J. Frank Goodrich		11
	1			1	13,000			1	21,600	1	2									1	15,200	6	13,200	Paul F. Fraser		12
1	6	86		92	1,034,057	7		180	[16]1,111,069															William Burdick		1
								8																Charles L. Kopp		2
	7			7																				A. LeRoy McCardell		3
	1			1				1		1	1									1		6		H. Milton Hearne		4
	1			1	7,500					1	2											2	1,500	Emily E. Watkins		1
	1			1	20,361	1	20,564			1														Margaret Davis		2

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†
											Salaries and Wages			
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total	Total	
	Mass.—Cont.														
3	Arlington	36,094	School Committee	4	5	....	....	....	....	547.18	1,896.38	....	1,896.38	2,443.56	M
4	Athol	10,677	Recreation Commission	6	5	....	....	....	....	558.75	1,547.00	394.25	1,941.25	2,500.00	M
5	Attleboro	21,769	Horton Field Committee	2	....	....	....	....	....	500.00	1,000.00	1,000.00	2,000.00	2,500.00	M&I
6	Belmont	21,748	Playground Department	12	9	....	....	....	25,840.18	6,123.15	4,260.00	2,950.00	7,210.00	39,173.33	M
7	Beverley	25,086	Playground Division, Public Works Department	7	8	....	....	....	....	1,927.82	1,920.00	1,280.06	3,200.06	5,127.88	M
8	Boston	781,188	Department of Extended Use of Public Schools	45	95	....	4	8	....	15,000.00	30,000.00	40,000.00	70,000.00	85,000.00	M
			Department of Physical Education, School Committee	100	651	1	....	....	....	23,114.69	121,535.55	27,757.26	149,292.81	172,407.50	M
			Community Service, Inc.[27]	3	5	7	....	....	....	6,108.00	9,938.00	5,303.00	15,241.00	21,349.00	P
9	Brockton	63,797	Playground Commission	15	14	....	....	....	546.62	807.04	4,993.99	1,661.14	6,655.13	10,008.79	M
10	Brookline	47,490	Gymnasium and Bath Department and Playground Department	10	18	9	....	....	....	11,694.00	31,762.00	800.00	32,562.00	44,256.00	M
11	Cambridge	113,643	Board of Park Commissioners	35	24	7	....	....	....	5,240.35	30,575.37	....	30,575.37	35,815.72	M
12	Chelsea	45,816	Park Commission	4	13	....	....	....	....	800.00	....	....	3,960.00	4,760.00	M
13	Chicopee	43,930	Park and Playground Commission	22	20	....	....	....	637.86	3,949.07	5,481.75	11,292.85	16,774.60	21,361.53	M
14	Dalton	4,220	Community Recreation Association	4	6	2	12	22	....	6,015.00	6,032.00	3,092.00	9,124.00	15,139.00	M&I
15	Danvers	12,957	Park Commission	1	3	....	....	....	....	....	....	....	....	7,350.00	M&I
16	Dedham	15,136	Community Association, Inc	6	4	1	....	2	....	941.73	2,224.65	1,520.00	3,744.65	4,686.38	P
17	Easthampton	11,323	Recreation Commission	4	5	....	....	....	150.00	733.00	1,117.00	....	1,117.00	2,000.00	M
18	Everett	48,424	Playground Commission	2	8	....	....	....	....	4,700.00	1,200.00	4,200.00	5,400.00	10,100.00	M
19	Fairhaven	10,951	Park Commission	2	2	....	....	....	....	....	....	....	....	....	M
20	Fitchburg	40,692	Park Commission	8	11	....	....	....	5,015.23	862.62	4,235.00	664.65	4,899.65	10,777.50	M
21	Framingham	22,210	Park Department	7	8	....	....	....	3,250.00	2,400.00	1,500.00	1,080.00	2,580.00	8,230.00	M
			Civic League, Inc	1	1	1	2	15	....	7,069.29	3,000.00	3,729.17	6,729.17	13,798.46	P
22	Gardner	19,399	Park Department	5	5	....	....	....	2,680.25	1,740.82	2,000.00	3,279.56	5,279.56	9,700.63	M
23	Gloucester	24,204	Playground Commission	....	....	....	....	....	10,000.00	....	....	....	....	10,600.00	M
24	Greenfield	15,500	Recreation and Playground Commission	7	19	....	....	....	....	3,200.00	2,300.00	....	2,300.00	5,500.00	M
25	Haverhill	48,710	Playground Department	5	7	....	....	....	....	9,621.84	2,571.13	120.00	2,571.13	12,192.97	M
26	Hingham	6,657	Playground Committee	....	1	....	....	1	....	800.00	280.00	5,175.42	400.00	1,200.00	M
27	Holyoke	56,537	Parks and Recreation Commission	19	43	2	....	....	3,991.70	9,329.50	13,085.40	....	18,260.82	31,582.02	M
28	Hopedale	2,973	Community House, Inc	1	....	1	....	....	....	....	3,600.00	....	3,600.00	3,600.00	P
29	Lancaster	2,200	Nathaniel Thayer Playground Association	1	....	....	....	....	....	300.00	300.00	....	300.00	600.00	P
30	Lawrence	85,068	Department of Public Property and Parks	10	10	1	....	....	....	3,847.35	14,105.90	3,269.50	17,375.40	21,222.75	M
31	Leominster	21,810	Playground Commission	3	5	....	....	....	....	....	....	....	....	3,000.00	M
32	Lowell	100,234	Park Department	2	8	....	....	....	142.50	5,591.93	1,226.30	25,871.04	27,097.34	32,831.77	M
33	Ludlow	8,876	Athletic and Recreation Association	3	4	1	1	2	....	1,350.00	2,350.00	1,800.00	4,150.00	5,500.00	M
34	Lynn	102,320	Board of Park Commissioners	18	28	....	....	....	879.06	35,131.36	6,267.15	35,394.58	41,661.73	77,672.15	M
			Public Schools	7	6	....	....	....	....	....	....	....	....	2,957.96	M
35	Malden	58,036	Park Commission	11	11	....	....	....	....	375.00	2,625.00	....	2,625.00	3,000.00	M
36	Medford	59,714	Board of Park Commissioners	13	9	....	....	....	....	1,423.66	3,797.99	....	3,797.99	5,221.65	M
37	Melrose	23,170	Park Department	4	5	1	....	....	....	1,500.00	3,800.00	....	3,800.00	5,300.00	M
38	Milton	16,434	Park Department	1	3	....	....	....	....	....	830.00	3,000.00	3,830.00	3,830.00	M
			Cunningham Park	1	1	2	....	....	....	....	....	....	....	....	P
39	Needham	10,845	Park Department	1	....	....	....	....	....	....	150.00	....	150.00	450.00	M
40	New Bedford	112,597	Board of Education	1	1	....	....	....	....	....	570.20	263.51	833.71	833.71	M
			Park Department and Committee on Bath Houses	....	....	....	....	....	....	....	....	....	....	14,000.00	M
41	Newburyport	15,084	Park and Playground Committee, City Council	3	2	....	....	1	....	300.00	400.00	500.00	900.00	1,200.00	M
42	Newton	65,276	Playground Commission	42	52	....	1	1	41,650.00	84,723.28	30,350.00	5,538.00	35,888.00	162,261.28	M
43	Northampton	24,381	Frank Newhall Look Memorial Park	14	10	2	4	....	....	5,500.00	5,000.00	4,000.00	9,000.00	14,500.00	I
44	Norwood	15,049	Recreation Department	5	6	....	....	....	....	1,690.00	2,820.00	2,140.00	4,960.00	6,650.00	M
45	Peabody	21,345	Playground Commission	10	10	....	....	....	....	3,000.00	3,385.00	....	3,385.00	6,385.00	M
46	Quincy	71,983	Park Board	23	23	....	....	....	....	....	....	....	....	8,000.00	M
47	Revere	35,680	Park Commission	8	10	....	....	....	....	....	....	....	....	7,950.04	P
48	Salem	43,353	Park Department	22	26	....	325	200	210.39	2,261.48	6,571.30	2,187.02	8,758.32	11,230.19	P
49	Somerville	103,908	Recreation Commission	38	33	1	3	11	....	8,692.06	21,986.80	2,389.59	24,376.39	33,068.45	P
50	Southbridge	14,264	Board of Education	2	18	....	....	....	....	441.00	1,077.00	....	1,077.00	1,518.00	P
51	South Hamilton	3,000	Community Service, Inc	2	....	1	....	....	....	....	1,900.00	....	1,900.00	1,900.00	....
52	Springfield	149,900	Department of Public Parks	100	81	2	....	....	8,431.42	17,333.38	37,194.54	39,422.18	76,616.72	102,381.52	I
53	Stoneham	10,060	Park Commission	1	....	....	....	....	....	500.00	300.00	400.00	700.00	1,200.00	I
			Board of Education	....	1	....	....	....	....	....	100.00	....	100.00	100.00	I
54	Wakefield	16,318	Recreation Commission	2	5	....	....	....	....	1,200.00	1,048.00	200.00	1,248.00	2,448.00	....
55	Walpole	7,273	Town of Walpole	....	....	....	....	....	....	....	....	....	....	3,494.66	....
56	Waltham	39,247	Board of Recreation	16	26	....	....	....	4,200.06	5,350.00	12,900.00	4,100.00	17,000.00	26,550.00	....
57	Watertown	34,913	Board of Education	1	1	....	....	....	....	....	120.00	....	120.00	120.00	....
58	Webster	12,992	School Department	6	6	....	....	....	....	750.00	1,740.00	....	1,740.00	2,490.00	....
59	Wellesley	11,439	Board of Education	....	6	....	....	....	....	....	....	....	....	2,217.37	....
60	West Springfield	16,684	Playground Commission	6	6	....	1	....	....	1,173.62	1,949.60	....	1,949.60	3,123.22	....
61	Whitman	7,638	Board of Education	1	1	....	....	....	....	....	190.00	....	190.00	190.00	....
62	Woburn	19,434	Playground Department	6	....	....	....	....	....	....	1,530.00	....	1,530.00	1,530.00	....
63	Worcester	195,311	Parks and Recreation Commission	28	46	....	....	....	9,230.17	13,025.31	....	....	38,344.82	60,600.30	....
	Michigan														
1	Albion	8,324	Community Recreation Association	2	6	1	....	....	....	....	1,380.00	200.00	1,580.00	1,580.00	....
			Board of Education	2	3	....	....	....	....	....	300.00	....	300.00	300.00	....
2	Ann Arbor	26,944	Board of Education and Park Board	13	9	....	....	....	10,500.00	1,031.00	5,600.00	1,.,4.0.00	22,000.00	33,531.00	....
3	Battle Creek	43,573	Civic Recreation Association and City	13	13	2	10	10	22,000.00	....	4,500.00	4,500.00	9,000.00	31,000.00	....
			Board of Education	7	9	....	....	....	....	314.15	4,150.00	....	4,150.00	4,464.15	....

ECREATION STATISTICS FOR 1931

table

Playgrounds Under Leadership						Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City
Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Number	Total Yearly or Seasonal Attendance ••	Number	Total Yearly or Seasonal Attendance ••			Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation			
...	6	...	...	6		...		...		2	5	...		...		...		...		...		8		Charles H. Downs	...	3
...	5	...	...	5	23,369	...		...		3	2	1		...		...		...		2	5,525	3		A. MacMaster	...	4
...	2	...	...	2	103,500	...		...		2	2	...		...		...		...		...		4		Walter M. Kendall	...	5
...	1	...	6	7	180,145	...		...		6	6	...		...		...		...		1	22,932	19	4,667	Lewis S. Harris	...	6
...	7	...	...	7	33,821	...		...		10	10	6	15,000	...		...		...		...		...		James H. Fitzgibbons	...	7
...	...	...	...	...	...	...		13	500,000	...	...	...		...		...		...		...		...		James T. Mulroy	...	8
...	18	...	135	153	4,500,000	...		...		...	...	...		...		...		...		...		...		Julia A. Murphy	...	a
...	2	...	...	2	4,690	...		...		...	...	...		...		...		...		...		...		M. Olive Crowley	...	b
...	11	...	...	11		...		...		...	...	...		...		...		...		4		...		Abbie Delano	...	9
2	9	7	...	18	109,666	1	36,782	...		13	13	...		...		...		...		1		15		Charles P. Cameron	...	10
5	7	6	...	18		3		7		6	6	2		...		...		...		1		5		Stephen H. Mahoney	...	11
...	6	...	...	6	257,159	...		...		3	3	...		...		...		...		...		...		Arthur J. Carolan	...	12
...	9	...	...	9	225,000	...		...		...	7	...		...		...		...		...		8	10,000	A. C. Tovey	...	13
...	3	...	...	3	47,722	1	54,058	...		1	1	1	9,739	1		...		...		1	6,758	3	1,896	W. J. Sandford, Jr.	...	14
...	3	...	...	3	14,400	...		...		3	4	1		...		...		...		2		3		Lester S. Couch	...	15
1	1	...	...	2		1		1		...	...	1		...		...		...		1		2		Mrs. Ada H. Pillsbury	...	16
...	3	...	...	3	6,000	...		...		1	1	2	4,000	...		...		...		...		...		Arnold Cleary	...	17
...	8	...	...	8	[1]50,000	...		...		...	4	...		...		...		...		...		2		Fred A. Hutchings	...	18
...	4	...	...	4	22,680	...		...		...	2	...		...		...		...		...		3		Mrs. H. B. Dutton	...	19
...	...	...	9	9		...		2		...	...	...		...		...		...		2	1,500	1		Ruth M. Donovan	...	20
...	4	...	...	4	16,500	...		...		4	4	3		...		...		...		3		...		Raymond J. Callahan	...	21
...	...	...	...	...		1		...		...	...	...		...		...		...		...		...		F. D. MacCormick	...	a
...	4	...	...	4	[1]31,500	...		...		1	4	...		...		...		...		...		4		Helen L. Murdock	...	22
...	...	...	...	...		...		...		...	...	1	15,000	...		...		...		...		...		Howard F. Corliss	...	23
...	11	...	...	11	10,198	...		...		2	2	1		...		...		...		1		3		Harold L. Deane	...	24
...	6	...	...	6		...		...		1	4	1		...		...		...		...		7		F. James Caswell	...	25
...	1	...	...	1	[2]2,000	...		...		2	2	1		...		...		...		...		9		Cornelia A. Ward	...	26
...	12	...	...	12	211,324	...		...		...	9	...		...		...		...		2		5		Mina F. Robb	...	27
...	...	...	...	...		1	25,000	...		...	...	1	14,000	...		...		...		...		3	4,320	Robert E. Gourlie	...	28
...	...	...	...	...		1		...		...	...	...		...		...		...		...		...		Raymond S. Mann	...	29
...	7	...	...	7		...		...		...	9	...		...		...		...		2		8		William V. Crawford	...	30
...	5	...	...	5		...		...		5	5	1		...		...		...		...		...		Walter I. Deacon, Jr.	...	31
...	3	...	...	3	70,000	1	7,600	...		9	14	1	75,000	...		...		...		2	37,500	33	20,460	John W. Kernan	...	32
...	3	1	...	4	40,000	1		...		2	3	1		...		1		...		...		2		F. J. Cummings	...	33
...	14	...	...	14	36,000	...		...		4	11	1		1		...		...		1		10		John Morrissey	...	34
...	...	...	...	...		...		5		...	...	...		...		...		...		...		...		Richard J. Schmoyer	...	a
...	9	...	...	9	[1]54,000	...		...		8	10	...		...		...		...		...		20		Frank J. Walsh	...	35
...	7	...	...	7	[1]89,600	...		...		...	7	1		...		...		...		...		...		Edward P. Adams	...	36
...	5	...	1	6	93,889	...		1		...	3	1	49,258	...		...		...		...		6	6,000	George W. Rogers	...	37
...	2	...	...	2		...		...		2	4	...		...		...		...		...		4		John L. Kelly	...	38
1	...	...	...	1		1		...		2	2	...		...		...		...		1		5		W. L. Caldwell	...	a
...	...	...	...	...		...		...		...	...	1		...		...		...		...		...		Frederick Kingsbury	...	39
...	...	...	...	...		...		1		...	...	...		...		...		...		...		...		Allen P. Keith	...	40
...	...	...	...	...		...		...		...	8	1	100,000	...		...		...		...		20	30,000	E. B. Sherman	...	a
...	2	...	...	2	18,000	...		...		2	4	...		...		...		...		...		...		Delmer F. Borah	...	41
18	...	...	7	25	1,098,000	3	3,000	5	4,500	2	25	4	75,000	...		...		...		...		36	7,000	Ernst Hermann	...	42
...	1	...	...	1	36,460	...		1	500	1	3	...		...		...		...		1	32,377	6	3,627	M. Foss Narum	...	43
...	6	...	...	6	70,000	...		...		1	3	2		...		...		1		...		12		C. A. Brigham	...	44
...	7	...	...	7		...		...		...	5	1	54,000	...		...		...		...		...		George E. Coyle	...	45
...	19	...	...	19	106,000	...		...		3	8	2		...		...		...		...		11		Franklin B. Mitchell	...	46
3	4	...	...	7	97,500	...		...		7	4	1		...		...		...		...		11		Guy R. Sweeney	...	47
...	12	...	...	12	279,982	...		...		6	14	12	12,685	...		...		...		1	70,275	4		Daniel J. Phalen	...	48
...	5	10	5	20	240,000	...		4	50,000	5	7	1		...		...		...		...		...		Francis J. Mahoney	...	49
...	5	...	...	5	27,450	...		...		...	...	...		...		...		...		...		...		Arthur E. Pierce	...	50
1	1	...	...	2		1	27,000	...		1	1	...		...		...		...		...		...		Lawrence R. Stone	...	51
9	2	6	9	26	[1]843,232	...		22	129,285	4	13	3		...		1		...		...		42		James S. Stevens	...	52
...	1	...	...	1		...		...		1	2	...		...		...		...		...		...		George M. Jefts	...	53
...	...	...	...	...		...		1		...	...	...		...		...		...		...		...		Charles E. Varney	...	a
...	3	...	...	3	60,200	...		...		5	7	1		...		...		...		...		2		Eugene J. Sullivan	...	54
...	13	...	...	13	[1]28,340	...		...		4	6	2		...		...		...		1		1		Katherine J. Higgins	...	55
...	...	...	...	...		...		1		...	...	...		...		...		...		...		5		John L. Leary	...	56
...	...	...	...	...		...		...		...	...	...		...		...		...		...		...		Sally T. Biggane	...	57
...	6	...	...	6	35,000	...		...		3	2	1		...		...		...		...		...		George H. Finnegan	...	58
...	8	...	...	8	[1]14,952	...		...		1	2	...		...		...		...		...		2		Dr. S. Monroe Graves	...	59
...	6	...	...	6	85,000	...		...		2	2	...		...		...		...		...		...		R. B. Pillsbury	...	60
...	...	...	...	...		...		1		...	...	...		...		...		...		...		...		F. E. Holt	...	61
...	5	...	...	5		...		...		4	4	...		...		...		...		...		...		Mildred F. Doherty	...	62
...	14	...	...	14	346,427	3		...		14	20	7		1		1		...		8		29		Thomas E. Holland	...	63
...	6	...	...	6	34,000	2		...		2	5	...		...		...		1		1		7		Gus McCoskey	...	1
...	...	...	...	...		...		1		...	...	...		...		...		...		...		...		Don Harrington	...	a
2	3	1	8	12	86,720	...		7	7,100	1	2	1	19,175	1	26,000	...		...		...		12	7,075	L. H. Hollway and E. A. Gallup	...	2
...	...	...	...	...		1		8		2	12	1	100,000	1	10,000	...		2	75,000	...		8	5,000	A. R. Flannery	...	3
...	8	...	...	8	[1]99,679	...		...		2	8	...		...		...		1		1		...		Robert T. Knode	...	a

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Michigan—Cont.														
4	Birmingham	9,539	Community House Association	1	1	1	....	10	.....	5,571.62	.....	.....	5,972.83	11,544.45	P
			Y. M. C. A.	1	....	....	....	....	.....	.....	.....	.....	.....	300.00	P
5	Coldwater	6,735	City Schools	1	1	....	8	4	.....	50.00	440.00	20.00	460.00	510.00	M
6	Dearborn	50,358	Dearborn Recreation Department and Fordson School District	26	9	2	....	....	1,064.82	3,823.96	8,742.47	6,549.45	15,291.92	20,180.70	M
7	Detroit	1,568,662	Department of Recreation	188	163	108	[28]165	....	151,621.24	103,705.61	374,480.00	240,520.00	615,000.00	870,326.85	M
			Department of Parks and Boulevards	8	....	3	....	....	.....	148,950.00	15,960.00	192,000.00	207,960.00	356,910.00	M
8	Dowagiac	5,550	School Board	1	1	....	1	2	.....	.....	.....	.....	.....	1,500.00	M
9	Ecorse	12,716	Down River Community Fund	2	1	....	....	....	.....	.....	1,050.00	.....	1,050.00	1,050.00	P
10	Escanaba	14,524	Park Board	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
11	Ferndale	20,855	Board of Education	3	3	....	....	....	.....	200.00	1,200.00	500.00	1,700.00	1,900.00	M
12	Flint	156,492	Recreation and Park Board	33	11	7	12	....	33,637.00	11,811.00	19,000.00	43,539.00	62,539.00	107,987.00	M
			Community Music Association[30]	1	1	2	....	....	500.00	2,500.00	6,500.00	1,920.00	8,420.00	11,420.00	M&P
13	Gladstone	5,170	Board of Education	3	....	....	....	....	.....	200.00	300.00	.....	300.00	500.00	M
14	Grand Rapids	168,592	Recreation Department	46	19	....	....	....	110,452.32	2,284.15	13,200.00	200.00	13,400.00	126,136.47	M
			Board of Education	....	....	....	....	....	.....	.....	10,879.92	.....	10,879.92	11,027.31	M
15	Grosse Pointe Township[31]	30,000	Board of Education and City	7	3	....	....	....	12,500.00	400.00	2,209.00	3,300.00	5,509.00	18,409.00	M
16	Grosse Pointe Village	22,000	Neighborhood Club	3	3	2	1	4	4,463.00	663.50	3,250.00	.....	3,250.00	8,376.50	P
17	Hamtramck	56,268	Department of Recreation, Board of Education	43	15	2	....	....	.....	1,391.97	6,046.08	8,695.84	14,741.92	16,133.89	M
18	Hancock	5,795	Board of Education	2	2	....	....	....	.....	.....	.....	.....	.....	100.00	M
19	Harbor Beach	1,892	Public Schools and Community Service	1	1	....	1	1	.....	250.00	3,750.00	.....	3,750.00	4,000.00	M
20	Highland Park	52,959	Recreation Commission	17	13	12	....	....	.....	8,300.00	21,100.00	5,600.00	26,700.00	35,000.00	M
21	Holland	14,346	Playground Association	6	2	....	....	....	4,400.00	.....	1,570.00	500.00	2,070.00	6,470.00	M
22	Ironwood	14,299	City Commission	....	....	....	....	....	.....	.....	.....	.....	.....	5,000.00	M
23	Jackson	55,187	Board of Education	8	6	....	....	....	.....	350.00	2,538.00	1,214.00	3,752.00	4,102.00	M
			Board of Trustees, Ella Sharp Park	....	....	....	....	....	9,500.00	.....	.....	11,000.00	11,000.00	20,500.00	P
24	Kalamazoo	54,786	Department of Recreation	27	16	1	....	....	30,000.00	1,300.00	10,900.00	2,250.00	13,150.00	44,450.00	M&P
			Douglas Community Association, Inc.[15]	1	2	1	2	....	10,000.00	2,291.17	2,260.00	826.05	3,086.05	15,377.22	P
25	Lake Linden	1,714	Lions Club and High School	1	....	....	....	....	.....	.....	250.00	150.00	400.00	400.00	P
26	Lansing	78,397	Department of Public Recreation	86	44	2	58	93	34,402.00	2,175.00	21,070.00	30,975.00	52,045.00	88,622.00	M&P
27	Ludington	8,898	Public Schools	1	1	....	5	2	.....	1,000.00	500.00	.....	500.00	1,500.00	M
28	Manistee	8,078	Board of Education	1	1	....	....	....	.....	.....	.....	.....	.....	.....	M
29	Mason	2,575	Child Study Club	....	1	....	....	36	.....	50.00	50.00	.....	50.00	100.00	P
30	Menominee	10,320	Public Schools	1	....	....	....	3	.....	.....	1,000.00	.....	1,000.00	1,000.00	M
31	Midland	8,038	Community Center and Board of Education	3	4	....	10	10	1,000.00	8,358.44	7,100.20	4,712.95	11,813.15	21,171.59	M&P
32	Monroe	18,110	Board of Education	5	5	....	....	....	.....	200.00	2,200.00	200.00	2,400.00	2,600.00	M
33	Mount Clemens	13,497	City Commission	7	3	....	3	2	.....	400.00	2,200.00	200.00	2,400.00	2,800.00	M
34	Mount Pleasant	5,211	City Manager	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
35	Niles	11,326	Board of Education	....	1	....	....	....	.....	.....	.....	.....	.....	300.00	M
36	Pontiac	64,928	Division of Recreation, Department of Public Welfare	16	5	2	....	....	.....	.....	8,548.46	18,437.45	26,985.91	[33]26,985.91	M
37	Port Huron	31,361	Department of Parks and Public Property	1	....	....	3	....	500.00	4,500.00	.....	.....	9,600.00	14,600.00	M
			Board of Education	2	1	....	....	....	.....	.....	.....	.....	.....	500.00	M
38	River Rouge	17,314	Board of Education and City Commission	16	2	....	....	....	.....	920.00	2,174.00	2,833.00	5,007.00	5,927.00	M
39	Royal Oak Township	75,000	Township Committee, Children's Fund of Michigan[34]	9	10	....	....	....	.....	50.00	3,000.00	.....	3,000.00	3,050.00	P
40	Saginaw	80,715	Department of Recreation	6	7	1	4	5	175.00	791.84	4,400.00	2,269.20	6,669.20	7,636.04	M
41	Wakefield	3,677	Department of Public Affairs and School District	2	1	....	3	....	.....	.....	.....	.....	.....	.....	M
42	Wayne	3,423	Board of Education	1	1	....	....	....	15.00	.....	300.00	.....	300.00	315.00	M
43	Wyandotte	28,368	Recreation Commission and City of Wyandotte	4	1	....	....	....	.....	1,553.00	900.00	3,133.00	4,033.00	5,586.00	M
44	Ypsilanti	10,143	Recreation Commission	15	5	....	9	7	820.00	315.00	3,885.00	1,000.00	4,885.00	6,020.00	M
	Minnesota														
1	Albert Lea	10,169	City of Albert Lea	1	1	....	....	....	1,300.00	700.00	150.00	250.00	400.00	2,400.00	M
2	Alexandria	3,876	Park Board and American Legion	2	1	....	....	....	100.00	1,600.00	750.00	1,400.00	2,150.00	3,850.00	M&L
3	Austin	12,276	City of Austin and Library Board	1	....	....	5	....	235.50	1,271.40	420.00	1,073.10	1,493.10	3,000.00	M
4	Chisholm	8,308	Independent School District No. 40	10	3	....	....	....	.....	2,946.87	2,330.00	2,554.00	4,884.00	7,830.87	M
			Park Department	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
5	Coleraine	1,243	Independent School District No. 2	2	1	....	....	....	200.00	.....	1,050.00	100.00	1,150.00	1,350.00	M
6	Crookston	6,321	Park Board	2	2	....	....	....	.....	.....	.....	.....	.....	.....	M
7	Duluth	101,463	Recreation Department	151	51	2	....	....	6,067.00	11,547.10	16,326.83	34,482.04	50,808.87	68,422.97	M
8	Ely	6,156	Community Service Center	1	3	3	4	3	.....	.....	.....	.....	.....	13,000.00	M
9	Fairmont	5,521	City Council	1	....	....	....	....	.....	.....	.....	.....	.....	200.00	M
10	Fergus Falls	9,389	Park Board	1	1	....	8	1	530.00	228.00	1,000.00	900.00	1,900.00	2,658.00	M
11	Hibbing	15,666	Recreation Board	31	27	4	....	....	.....	2,634.42	14,949.41	1,245.00	16,194.41	18,82883	M
12	International Falls	5,036	City of International Falls	....	....	....	....	....	.....	.....	.....	.....	.....	336.00	M
13	Lake City	3,210	Bathing Beach Committee, Lions Club	1	....	....	....	....	.....	.....	.....	.....	.....	4,000.00	M
14	Little Falls	5,014	Park Committee, City Council	1	....	....	....	....	.....	.....	240.00	.....	240.00	240.00	M
15	Luverne	2,644	Commercial Club	....	....	....	....	....	.....	.....	.....	.....	.....	100.00	P
16	Mankato	14,038	Board of Education	5	4	....	....	....	.....	100.00	700.00	.....	700.00	800.00	M
17	Minneapolis	464,356	Board of Park Commissioners	95	82	25	44	38	151,894.92	101,135.12	55,860.44	208,078.23	263,938.67	516,968.71	M
			Board of Education	9	8	....	....	....	.....	1,190.00	3,810.00	.....	3,810.00	5,000.00	M
18	Nashwauk	2,555	School Board	1	....	....	....	....	.....	150.00	350.00	.....	350.00	500.00	M
19	Pipestone	3,489	Kiwanis Club and Playground Commission	1	....	....	2	....	.....	225.00	375.00	125.00	500.00	725.00	M
20	Red Wing	9,269	Board of Public Works	5	2	....	....	....	.....	1,000.00	500.00	1,200.00	1,700.00	2,700.00	P

Playgrounds Under Leadership					Total Yearly or Seasonal Attendance*	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City
Year Round	Summer Only	School Year Only	Other Seasons Only	Total		Number	Total Yearly or Seasonal Attendance**	Number	Total Yearly or Seasonal Attendance**			Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation			
						1																		Hope Ferguson Halgren		4
	1			1				5		2	2							1	300			4		Clarence Vliet		a
	4		1	5				3		1	1							1		2		2		John T. Symons		5
	12			12	88,407			7	5,400		9							3	12,000			15	5,000	Henry D. Schubert		6
10	85		36	131	8,238,500	7	1,750,000	158	4,433,000	17	40							25				132		C. E. Brewer		7
												1	281,057	1	65,793	4	451,197			1	256,089			Henry W. Busch		a
	3			3	28,716			1		2	3													Jim Lewis		8
3				3	31,945					2	8											2		D. M. Draper		9
											3	1										4		J. M. Blomquist		10
	5			5	44,000			2		1	1											2		R. L. Peel		11
2	7			9	238,100	2	164,959			1	10			3	[2]205,626	1		1	20,809	4	134,859	19	28,447	E. C. Dayton		12
																								William W. Norton		a
			1	1	21,000						1	1										2		A. R. Watson		13
	21			21		2				10	10	1		2		2				9		27		Earl R. Knutson		14
								38																E. T. Lies		a
	4			4	42,000					1	2	1										18		F. Geary		15
	1			1	10,500	1				1	2											6	10,000	George Elworthy		16
	3		3	6	195,391			7	41,349	1	2							1	14,783			5	9,873	C. J. Reid		17
								3		1														Leonard Mniece		18
1		1		2	9,000	1	3,000	4	2,000	3	2	1	2,000									2	200	R. S. Brotherton		19
9				9	300,000			10		3	5							7	9,000			19	55,450	T. H. Fewlass		20
	2		1	3	68,011			2	1,600	1	3	1	27,000									4		Leon N. Moody		21
											1							1				1		D. I. Sears		22
	6			6	[1]76,856													2	21,690			5		O. B. Goodrich		23
											3					1	70,000					8		L. W. Ambs		a
	10			10	102,210			11	20,644	1	9			2	100,000			2	[3]16,559	1		5	22,646	Lawrence P. Moser		24
								1																E. M. Barnes		a
	5			5						2	5	1										2		George A. Graham		25
	15			15	218,416	9					5			3	[2]132,000	1				1	33,000	25	105,000	August Fischer		26
	6			6						1	1	1										2		H. E. Waits		27
								2																B. Klager		28
	1			1	4,320					1	1													Mrs. K. A. Zimmerman		29
						1																		John L. Silvernale		30
	2			2	16,418	1	94,197	2	4,194	4	3			1								7	2,628	Charlotte Conley		31
	3			3	[1]33,328			4		2								1	6,493					B. M. Hellenberg		32
	4	1	1	6	48,100			1	1,500	1	1							1				3	400	W. A. Olsen		33
										1	2	1												N. K. Willman		34
	1			1						1	1											1		F. W. Crawford		35
								8	18,065		2	1	10,303	2	80,000							4	22,100	A. E. Genter		36
												2	21,000									5	3,600	William Robertson		37
	4			4	32,000					5	18									1	4,500	3	500	C. V. Fowler		a
	3			3	80,000			2			2							1	22,000			4		Frank Weeber		38
	17			17	107,753					3	7							2				6		R. L. Peel		39
1	6			7	82,207			1	400		10									1	88,074			C. F. Van Ducen		40
	3			3	35,000			1	900	2	1	1	1,500					1	15,000			1	600	Chester A. Rydeski		41
2	2			2	7,000			1			2													D. T. Yape		42
	3			3				1		1	2							1				2		John A. Henderson		43
	4			4	[1]71,200			4	30,000		3							1						William E. Foy		44
	1			1	[1]4,500							1	18,000									2		C. C. Ludwig		1
												1										4		Phil J. Noonan		2
						1						1		[1]								5		William C. Pribble		3
	4	7		11	32,952			2		3	3	1		1				2		1		3		C. G. Giffei		4
											3	4												J. L. Phillips		a
	3			3	5,000			1		2	2							2						H. W. Dutter		5
	1			1						1	2									1		3		Lyle L. Brown		6
1	14			15	237,767	1		30	151,179	1	4							1	45,943	1	21,030	9	15,840	K. M. Harris		7
						1	90,000															4		Ray Hoefler		8
												1												R. H. Towne		9
	2			2						1	1	1	4,000									7		A. T. Van Dijk		10
	11			11	51,152			8	18,508	2	1	1	18,000					2	3,400					Jess T. Porteous		11
											1	1												George Johnston		12
										1														H. V. Fick		13
	1			1								1		1										Frank Kiewel		14
																				1				Mrs. Russell A. Sherman		15
	4			4						1	4													Louis Todnem		16
	33			33	[1]1,678,977	4		17		39	45	10				4		2		1		166		K. B. Raymond		17
	8			8	[1]139,523					8								4	9,708					Ralph C. Tapp		a
	2			2	6,500					1	2											2		Judd F. Gregor		18
	1	1		2	36,894	1	1,300			1	3	1	600							1	9,000	1	1,300	M. Todd Evans		19
	2			2	4,700					1	1									1	6,000	6	800	James F. Ens		20

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Minnesota—Cont.														
21	Rochester	20,621	Public Schools and Six P. T. A.'s	3	4	....	....	....	.....	350.00	1,760.00	.....	1,760.00	2,110.00	M&P
22	St. Cloud	21,000	City Commission	6	5	....	....	....	.....	.....	2,000.00	.....	2,000.00	15,500.00	M
23	St. Paul	271,606	Department of Parks, Playgrounds and Public Buildings	72	29	7	....	....	.....	.....	30,545.00	32,860.00	63,405.00	63,405.00	M
			Board of Education	4	2	....	....	....	.....	.....	.....	.....	.....	4,092.00	M
24	Starbuck	800	American Legion	1	....	....	....	....	200.00	.....	150.00	.....	150.00	350.00	P
25	Stillwater	7,173	Board of Park Commissioners and American Legion	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
			Lions Club	1	3	....	....	....	.....	60.00	440.00	.....	440.00	500.00	M&P
26	Virginia	11,963	School System	7	3	....	....	....	.....	.....	1,900.00	.....	1,900.00	1,900.00	M
	Mississippi														
1	Columbus	10,743	Y. M. C. A.	....	....	....	2	....	.....	.....	.....	.....	.....	.....	
2	Laurel	18,017	Park Commission	2	....	....	....	....	17,837.80	814.55	.....	.....	723.25	19,375.60	M
3	Mendenhall	637	Mothers' Club	....	1	....	....	12	.....	46.00	54.00	.....	54.00	100.00	P
4	Meridian	31,954	Parent Teacher Association and School Board	....	1	....	....	....	.....	50.00	180.00	50.00	230.00	280.00	P
	Missouri														
1	Boonville	6,435	Kiwanis Club	1	....	....	....	....	.....	.....	.....	.....	.....	.....	
2	Cape Girardeau	16,227	Department of Parks	2	1	....	....	....	.....	.....	362.45	568.20	930.65	930.65	M
3	Hannibal	22,761	Playground and Recreation Association	....	5	....	....	....	.....	78.84	564.00	.....	564.00	642.84	M&P
4	Independence	15,296	Kiwanis Club	4	....	....	1	....	.....	50.00	200.00	.....	200.00	250.00	P
5	Jefferson City	21,596	Board of Education	1	....	....	....	....	.....	.....	.....	.....	.....	450.00	M
6	Kansas City	399,746	Board of Education	54	34	....	....	....	.....	1,250.00	9,598.75	5,518.85	15,117.60	16,367.60	M
7	Moberly	13,772	Park Board	....	....	....	....	....	.....	.....	.....	.....	.....	.....	
8	St. Charles	10,491	Board of Park Commissioners	1	....	....	....	....	.....	.....	100.00	.....	100.00	100.00	M
9	St. Joseph	80,935	Park Board	5	6	....	....	....	33,000.00	.....	1,250.00	.....	1,250.00	34,250.00	M
10	St. Louis	821,960	Recreation Section, Division of Parks and Recreation	98	160	32	....	....	170,498.26	.....	184,006.00	.....	184,006.00	472,206.95	M
			Board of Education	182	251	....	....	....	.....	.....	117,118.00	.....	117,118.00	117,118.00	M
			Park and Playground Association[35]	1	1	2	....	....	.....	.....	.....	.....	.....	15,402.00	P
			Dramatic League	....	2	2	....	....	.....	1,921.00	3,600.00	1,300.00	4,900.00	6,821.00	P
			Wesley House	2	2	2	....	....	.....	4,000.00	5,100.00	4,900.00	10,000.00	14,000.00	P
11	Sedalia	20,806	Board of Education	1	....	....	....	....	.....	100.00	555.00	.....	555.00	655.00	M
			Park Commissioners	....	....	....	....	....	.....	.....	.....	.....	.....	9,720.54	M
12	Springfield	57,527	City Park Board	....	9	....	....	....	1,516.00	50.00	475.00	1,765.00	2,240.00	3,806.00	M
13	University City	25,809	Board of Park Directors	17	7	....	....	....	.....	1,805.40	4,246.46	2,645.73	6,892.19	8,697.59	M
			Board of Education	....	3	....	....	....	.....	.....	180.00	180.00	360.00	360.00	M
	Montana														
1	Anaconda	12,494	City Playground Association	1	1	....	40	....	.....	1,620.30	1,316.67	.....	1,316.67	2,936.97	M
2	Bozeman	6,855	Recreation Board	....	1	....	....	....	.....	390.10	1,200.00	1,348.50	2,548.50	2,938.60	M&P
3	Glendive	4,629	School Board and City	....	....	....	1	1	.....	.....	.....	.....	.....	395.00	M
4	Havre	6,372	Park Committee	1	....	....	....	....	680.31	2,550.34	375.00	1,990.34	2,365.34	5,595.99	M&P
5	Lewistown	5,358	Park Commission	2	1	....	4	2	.....	1,807.16	789.00	998.91	1,787.91	3,595.07	M
6	Livingston	6,391	City Park Commission	....	....	....	....	....	2,616.49	.....	.....	.....	.....	4,282.13	M
7	Missoula	14,657	Board of Public Works	1	....	....	....	....	600.00	450.00	.....	.....	725.00	1,775.00	M
	Nebraska														
1	Beatrice	10,297	Park Board	6	1	....	....	....	.....	.....	.....	.....	.....	.....	M
2	Crete	2,865	Community Club, City and Woman's Club	1	1	....	....	....	.....	15.00	185.00	.....	185.00	200.00	M&P
3	Hastings	15,490	Y. W. C. A.	....	9	....	....	....	.....	80.00	225.00	45.00	270.00	350.00	M
4	Kearney	8,575	Park Commission	1	....	....	....	....	500.00	2,000.00	225.00	1,000.00	1,225.00	3,725.00	M
5	Lincoln	75,933	Recreation Board	11	13	....	....	....	.....	475.00	3,950.00	.....	3,950.00	4,425.00	M
			City Park Department	....	....	....	....	....	7,716.59	11,697.97	.....	5,045.00	5,045.00	24,459.56	M
6	Neligh	1,649	City of Neligh	....	....	....	1	....	.....	.....	.....	.....	.....	.....	M
7	Omaha	214,006	Park Board	58	37	....	....	....	.....	21,073.70	.....	.....	32,848.16	53,921.86	M
			Department of Building and Maintenance	2	1	....	2	1	.....	325.00	.....	.....	2,796.00	3,121.00	M
			Public Welfare Department	11	10	....	....	....	.....	1,600.00	3,400.00	.....	3,400.00	5,000.00	M
			Recreation Committee, Council of Social Agencies	....	1	....	41	60	.....	100.00	150.00	.....	150.00	250.00	P
8	Overton	515	Playground Committee	....	....	....	....	6	.....	.....	.....	.....	.....	.....	
	Nevada														
1	Reno	18,529	Park Department	....	....	....	....	....	.....	600.00	.....	.....	.....	600.00	M
	New Hampshire														
1	Claremont	12,377	Playground Commission	1	2	....	....	....	300.00	200.00	380.00	4,620.00	5,000.00	5,500.00	M
2	Concord	25,228	Committee on Playgrounds	9	8	....	....	....	1,800.00	1,300.00	2,900.00	1,100.00	4,000.00	7,100.00	M
3	Dover	13,573	Park Commission	....	4	....	....	....	2,400.00	500.00	700.00	100.00	800.00	3,700.00	M
			Neighborhood House	....	2	....	7	48	.....	.....	.....	.....	.....	3,864.72	P
			Y. M. C. A.	1	....	....	30	8	.....	.....	.....	.....	.....	2,000.00	P
4	Keene	13,794	Playground Committee and Park Commission	5	5	....	....	....	708.07	1,026.07	1,041.04	414.90	1,455.94	3,190.08	M
5	Lebanon	7,073	Carter Community Building Association, Inc.	2	....	1	2	2	.....	1,500.00	2,500.00	500.00	3,000.00	4,500.00	P
6	Manchester	76,834	Park, Common and Playground Commission	11	9	....	....	....	4,500.00	12,078.50	.....	.....	3,521.00	20,099.50	M
7	Nashua	31,463	Recreation Commission	14	9	....	....	....	.....	1,630.33	5,038.27	.....	5,038.27	6,668.60	M
8	Newport	4,659	Playground Commission	1	1	....	....	....	.....	60.60	263.00	100.00	363.00	423.60	M
9	Rochester	10,209	School Department	1	....	....	....	....	.....	.....	200.00	.....	200.00	200.00	M
10	Somersworth	5,680	Noble Pines and Playground Committee	....	1	....	....	....	.....	94.54	126.50	821.00	947.50	1,042.04	M

RECREATION STATISTICS FOR 1931

the table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Recreation Buildings: Number	Total Yearly or Seasonal Attendance ••	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance ••	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
21	...	6	...	...	6	40,623	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	.....	Paul F. Schmidt	...	21
22	...	5	...	...	5	[1]50,000	...	...	...	...	2	3	1	.....	1	.....	...	...	...	...	...	...	6	.....	Grace M. Atkinson	...	22
23	25	6	...	...	31	2,993,786	9	334,839	...	.....	5	25	1	99,787	...	.....	3	116,537	...	.....	...	.....	111	368,450	Ernest W. Johnson	...	23
a	...	...	...	...	...	.....	...	.....	4	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	J. W. Smith	...	a
24	...	1	...	...	1	6,000	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	A. I. Arneson	...	24
25	...	...	...	...	...	.....	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Frank T. Wilson	...	25
a	...	5	...	...	5	[1]13,765	...	.....	...	.....	2	...	1	.....	...	.....	...	.....	...	.....	...	.....	2	660	G. D. Robbins	...	a
26	...	3	...	...	3	36,573	...	.....	2	14,948	1	...	...	.....	...	.....	...	.....	2	14,948	...	.....	...	.....	L. G. Hurst	...	26
1	...	1	1	...	2	.....	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Earle L. Whittington	...	1
2	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Paul C. Klyce	...	2
3	...	1	...	...	1	6,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. J. D. Smith	...	3
4	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	H. M. Ivy	...	4
1	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	3,000	2	.....	O. F. Kelley	...	1
2	...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	E. L. Sailer	...	2
3	...	3	...	...	3	15,693	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Thomas T. McKinney	...	3
4	...	...	...	4	4	3,000	...	.....	...	.....	...	4	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	E. B. Street	...	4
5	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	William F. Knox	...	5
6	...	...	37	...	37	251,708	...	.....	46	64,834	...	...	...	.....	...	.....	...	.....	12	29,504	...	.....	...	.....	Alfred O. Anderson	...	6
7	...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Allen C. White	...	7
8	...	...	...	...	...	.....	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	3	5,000	W. T. Sparenberg	...	8
9	...	11	...	...	11	[1]19,659	...	.....	...	.....	...	2	...	.....	...	.....	1	.....	...	.....	2	65,706	8	.....	Viola Burt	...	9
10	17	17	...	...	34	2,909,145	3	765,651	...	.....	3	41	...	.....	2	181,703	1	.....	3	.....	2	.....	99	447,363	R. W. Tapperson	...	10
a	...	50	...	18	68	3,580,632	...	.....	7	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Rodowe H. Abeken	...	a
b	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	A. H. Wyman	...	b
c	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Sarah Gertrude Knott	...	c
d	1	...	...	...	1	48,000	...	.....	1	37,000	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	L. C. Gardner	...	d
11	...	1	...	...	1	7,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	4	1,000	Heber U. Hunt	...	11
a	...	...	...	...	...	.....	...	.....	...	.....	2	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	N. L. Nelson	...	a
12	...	9	...	...	9	[1]64,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	3	5,000	...	.....	Margaret Sue Bradshaw	...	12
13	...	5	...	...	5	[1]44,016	...	.....	...	.....	...	2	...	.....	1	43,638	...	.....	...	.....	...	.....	16	9,089	James K. Monteith	...	13
a	...	...	...	...	...	.....	...	.....	3	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Helen Mauley	...	a
1	...	2	...	...	2	5,840	...	.....	1	200	1	5	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	D. H. Beary	...	1
2	1	...	...	...	1	.....	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	G. O. Arnold	...	2
3	...	...	...	...	...	.....	...	.....	1	500	1	...	...	.....	...	.....	...	.....	...	.....	1	10,000	...	.....	G. E. Kidder	...	3
4	...	2	...	...	2	.....	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	E. Sandquist	...	4
5	...	2	...	...	2	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Joseph M. Schmit	...	5
6	...	...	...	...	...	.....	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	T. A. Ross	...	6
7	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	W. H. Swearinger	...	7
1	...	5	...	...	5	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	E. T. Weekes	...	1
2	...	1	...	...	1	2,880	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	Donald G. Smith	...	2
3	...	5	...	...	5	[1]5,000	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	1	.....	...	.....	5	.....	Eleanor C. Lewis	...	3
4	...	1	...	...	1	90,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	8	11,000	W. T. Souders	...	4
5	...	16	...	...	16	112,000	...	.....	...	.....	...	8	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Earl Johnson	...	5
a	...	...	...	...	...	.....	...	.....	...	.....	...	11	...	.....	1	14,500	1	33,000	...	.....	1	74,745	30	.....	C. S. Kittinger	...	a
6	...	...	...	...	...	.....	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	[1]	.....	...	.....	Leo C. Hewitt	...	6
7	...	22	...	...	22	[3]660,000	5	.....	...	.....	3	15	1	.....	2	.....	1	.....	...	.....	6	.....	18	40,000	Maude E. Rodgers	...	7
a	...	...	...	...	...	.....	2	21,640	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Fred F. Grauseman	...	a
b	...	10	...	...	10	[1]120,000	...	.....	...	.....	...	10	...	.....	...	.....	...	.....	...	.....	...	.....	10	.....	Dr. James P. Connolly	...	b
c	...	...	...	...	...	.....	...	.....	13	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. Fred E. Rankin	...	c
8	...	1	...	...	1	[1]540	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. John P. Carey	...	8
1	...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	12	.....	H. Dieterich	...	1
1	2	...	...	...	2	56,000	1	7,500	1	.....	4	2	...	.....	...	.....	...	.....	...	.....	...	.....	9	.....	R. G. Blanc	...	1
2	...	8	...	...	8	68,676	...	.....	1	.....	...	6	...	.....	...	.....	...	.....	...	.....	1	6,283	4	7,500	C. I. Tebbetts	...	2
3	...	3	...	...	3	7,600	...	.....	...	.....	3	2	1	.....	...	.....	...	.....	...	.....	1	.....	...	.....	J. Edward Richardson	...	3
a	...	...	...	...	...	.....	...	.....	1	6,200	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Edith G. Brewster	...	a
b	...	...	...	...	...	.....	...	.....	1	27,412	3	3	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	R. L. Thornton	...	b
4	...	2	...	...	2	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	R. T. Kingsbury	...	4
5	...	...	...	...	...	.....	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Willis F. Hough	...	5
6	...	9	...	...	9	.....	1	15,000	...	.....	1	9	2	.....	...	.....	...	.....	...	.....	...	.....	2	400	Frank C. Livingston	...	6
7	...	6	...	...	6	.....	...	.....	...	.....	3	3	...	.....	...	.....	...	.....	...	.....	1	.....	6	.....	R. A. Pendleton	...	7
8	...	1	...	...	1	4,250	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Paul E. Trask	...	8
9	...	1	...	...	1	8,000	...	.....	...	.....	...	1	1	.....	...	.....	...	.....	...	.....	...	.....	1	.....	W. H. Buker	...	
10	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Fred K. Wentworth	...	10

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	New Jersey														
1	Atlantic City	66,198	Department of Finance	7	46	....	....	....	.....	300.00	.....	.....	6,840.00	7,140.00	M
2	Avalon	5,000	Fun Chase Playground Committee	....	2	....	....	....	.....	.....	.....	.....	.....	1,500.00	M
3	Bayonne	88,979	Board of Education	....	....	....	....	....	.....	.....	.....	.....	.....	2,000.00	M
4	Belleville	26,974	Recreation Commission	6	5	1	8	....	.....	3,200.88	3,063.25	1,335.87	4,399.12	7,600.00	M
5	Bloomfield	38,077	Board of Recreation Commissioners	20	14	2	....	....	72,500.00	4,078.00	13,422.00	.....	13,422.00	90,000.00	M
6	Bogota	7,341	Civic Center	....	....	....	15	15	.....	.....	.....	.....	.....	.....	M
7	Bordentown	4,405	Board of Education	....	1	....	....	....	.....	200.00	200.00	.....	200.00	400.00	M
8	Bridgeton	15,699	Johnson Reeves Playground Association	....	1	....	....	....	79.86	112.87	240.00	.....	240.00	432.73	P
9	Burlington	10,844	Burlington County Tuberculosis League	....	1	....	....	....	.....	.....	80.00	20.00	100.00	100.00	P
10	Camden	118,700	Department of Parks and Public Property	35	29	....	....	....	2,500.00	250.00	16,500.00	.....	16,500.00	19,250.00	M
11	Camden County	252,312	Camden County Park Commission[37]	12	5	....	....	....	.....	.....	.....	.....	.....	116,795.85	C
12	Clifton	46,875	Recreation Department, Board of Education	8	4	....	....	....	.....	600.00	900.00	.....	900.00	1,500.00	M
13	Collingswood	12,273	Board of Education	2	4	....	....	....	.....	100.00	1,010.00	.....	1,010.00	1,110.00	M
14	Cranford	11,126	Playground and Recreation Commission	13	6	1	46	2	857.03	2,258.32	5,703.00	549.50	6,252.50	9,367.85	M&P
15	Dover	10,031	Kiwanis Club and Recreation Commission	1	....	....	....	....	400.00	100.00	275.00	.....	275.00	775.00	M&P
16	East Orange	68,020	Board of Recreation Commissioners	9	12	1	....	....	13,678.02	14,441.67	12,909.40	21,979.33	34,888.73	63,008.42	M
17	Elizabeth	114,589	Recreation Commission	44	42	2	5	5	15,500.00	7,776.60	24,950.00	4,836.51	29,786.51	53,063.11	M
18	Englewood	17,805	Board of Education	5	1	....	....	....	.....	400.00	1,800.00	.....	1,800.00	2,200.00	M
19	Essex County	833,513	Essex County Park Commission[38]	21	32	....	....	....	.....	.....	12,731.94	.....	12,731.94	104,275.69	C
20	Hackensack	24,568	Board of Education and Improvement Commission	10	13	....	....	....	.....	247.75	3,535.00	.....	3,535.00	3,782.75	M
21	Harrison	15,601	Board of Recreation Commissioners	6	3	....	....	....	.....	1,300.00	5,700.00	.....	5,700.00	7,000.00	M
22	Hoboken	59,261	Department of Parks and Public Property	11	6	17	....	....	.....	7,000.00	25,000.00	.....	25,000.00	32,000.00	M
23	Hudson County	690,730	Hudson County Park Commission[39]	....	....	....	....	....	.....	.....	.....	.....	.....	.....	C
24	Irvington	56,733	Public Recreation Department	18	23	5	95	65	40,000.00	4,800.25	12,200.50	1,911.25	14,111.75	58,912.00	M
25	Jersey City	316,715	Department of Parks and Public Property	28	22	18	....	....	100,000.00	125,000.00	.....	.....	200,000.00	425,000.00	M
26	Kearny	40,716	Recreation Commission	11	5	1	....	....	5,292.67	4,048.47	4,149.36	8,270.98	12,420.34	21,761.48	M
27	Leonia	5,350	Board of Education and City Council	2	1	....	....	....	2,000.00	100.00	780.00	.....	780.00	2,880.00	M
28	Long Branch	18,399	Department of Parks Community Council and Young Men's Progressive Association Broadway Pre-School P. T. A.	1	....	....	5	....	.....	200.00	250.00	.....	250.00	1,000.00 450.00	M M&P
				....	1	....	....	1	150.00	5.00	180.00	.....	180.00	335.00	P
29	Millburn	8,500	Shade Tree Commission	6	4	1	....	....	300.00	1,979.17	4,603.65	.....	4,603.65	6,882.82	M
30	Montclair	42,017	Board of Education	15	9	....	....	....	.....	235.60	4,675.00	.....	4,675.00	4,910.60	M
31	Moorestown	7,000	Recreation Commission	3	4	3	13	11	754.09	5,795.48	6,490.69	4,809.07	11,299.76	17,849.33	M&P
32	Morristown	15,197	Park Commission	3	1	....	1	....	.....	.....	.....	.....	.....	.....	M
33	Mount Tabor	1,000	Camp Meeting Association	....	1	....	....	....	.....	100.00	100.00	.....	100.00	200.00	P
34	Newark	442,337	Recreation Department, Board of Education	97	55	76	....	....	533,000.00	91,030.00	199,454.65	14,300.00	213,754.65	837,784.65	M
35	New Brunswick	34,555	Department of Playgrounds	7	4	....	....	....	4,000.00	1,123.70	2,280.00	590.00	2,870.00	7,993.70	M
36	North Bergen	.....	Board of Education	11	11	....	....	....	.....	.....	.....	.....	.....	4,000.00	M
37	North Plainfield	9,760	Recreation Commission	2	2	....	....	....	248.65	35.00	876.00	88.60	964.60	1,248.25	M
38	Orange	35,399	Department of Parks and Public Property	19	9	....	....	....	.....	4,000.00	5,250.00	15,200.00	20,450.00	24,450.00	M
39	Passaic	62,959	City Recreation Department	26	18	2	....	....	.....	966.00	9,564.00	270.00	9,834.00	10,800.00	M
40	Passaic County	302,129	Passaic County Park Commission[40]	2	....	....	....	....	.....	.....	.....	.....	.....	.....	C
41	Paterson	138,513	Board of Recreation	48	37	2	....	....	1,500.00	4,170.00	19,410.00	8,820.00	28,230.00	33,900.00	M
42	Perth Amboy	43,516	Department of Playgrounds and Recreation	56	45	3	1	....	1,000.00	8,000.00	9,000.00	.....	9,000.00	18,000.00	M
43	Phillipsburg	19,255	Department of Parks and Public Property	4	....	....	....	....	.....	.....	690.00	.....	690.00	690.00	M
44	Plainfield	34,422	Recreation Commission	8	6	3	....	....	1,610.22	1,038.23	9,999.40	1,462.21	11,461.61	14,110.06	M
45	Radburn	1,220	The Radburn Association	4	3	2	....	....	3,800.00	2,000.00	4,000.00	.....	4,000.00	9,800.00	M
46	Rahway	16,011	Board of Education	1	....	....	....	....	.....	.....	333.32	.....	333.32	333.32	M
47	Red Bank	11,622	Y. M. C. A.	1	2	....	....	1	.....	300.00	500.00	.....	500.00	800.00	M
48	Ridgefield Park	10,764	Department of Public Works	1	1	....	....	....	.....	400.00	630.00	.....	630.00	1,030.00	M
49	Ridgewood	12,188	Board of Education	1	2	....	....	....	.....	.....	.....	.....	.....	600.00	M
50	Riverton	2,483	Borough Council	2	1	....	....	....	300.00	1,100.00	450.00	200.00	650.00	2,050.00	M
51	Roselle Park	8,969	Board of Education	3	2	....	....	....	.....	.....	.....	.....	.....	1,250.00	M
52	Rutherford	14,915	Lions Club	2	2	....	....	....	.....	300.00	700.00	.....	700.00	1,000.00	M
53	South Orange	13,630	Recreation Commission	3	2	1	....	....	.....	5,000.00	.....	.....	7,000.00	12,000.00	M
54	Spring Lake	1,745	Memorial Community House Trustees	....	1	1	4	2	.....	4,000.00	2,000.00	.....	2,000.00	6,000.00	P
55	Summit	14,556	Board of Recreation Commissioners	4	4	....	....	....	.....	.....	.....	.....	.....	25,000.00	M
56	Union County	305,209	Union County Park Commission[41]	23	23	4	....	....	218,724.11	103,630.96	[42]22,783.23	.....	22,783.23	345,138.30	C
57	West Orange	24,327	Department of Parks and Public Property	17	15	9	....	....	.....	4,150.00	.....	.....	19,850.00	24,000.00	M
	New Mexico														
1	Albuquerque	26,570	Board of Education	2	1	....	....	....	.....	150.00	1,000.00	250.00	1,250.00	1,400.00	M
2	Dawson	2,600	Public Schools	2	....	....	....	....	.....	.....	.....	.....	.....	675.00	M
3	Deming	3,377	City of Deming	2	....	....	....	....	.....	80.00	.....	.....	480.00	560.00	M
4	Raton	6,090	City of Raton	1	....	....	....	....	1,500.00	420.00	.....	.....	818.00	2,738.00	M
	New York														
1	Albany	127,412	Board of Education and City	20	37	5	....	1	12,500.00	6,285.00	19,765.00	3,000.00	22,765.00	41,550.00	M
2	Amsterdam	34,817	Recreation Commission Board of Education	34 4	4 3	1	8	4	5,702.31	1,134.40	4,671.08	3,492.21	8,163.29	15,000.00 910.00	M M
3	Auburn	36,652	Booker T. Washington Community Center[15]	1	2	1	5	4	.....	876.45	1,944.00	137.79	2,081.79	2,958.24	P

The table

No. of City	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Recreation Buildings: Number	Total Yearly or Seasonal Attendance ••	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance ••	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
1	...	7	...	...	7	50,361	...	.....	...	.....	1	6	...	.....	...	.....	...	.....	...	.....	...	.....	30	.....	Glenn C. Heller	...	1
2	...	1	...	...	1	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. J. H. Gaskill	...	2
3	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	1	.....	...	.....	...	.....	Preston H. Smith	...	3
4	...	4	...	...	4	38,836	1	20,243	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	1,020	Robert A. Nebrig	...	4
5	1	4	1	8	14	177,000	1	6,000	1	1,400	2	3	...	.....	...	.....	...	.....	...	.....	...	.....	4	11,500	C. A. Emmons, Jr.	...	5
6	...	...	...	...	...	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Helen R. Hildman	...	6
7	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	R. M. Oberholser	...	7
8	...	1	...	...	1	14,615	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Estelle T. French	...	8
9	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Daisy S. Hollingshead	...	9
10	...	20	...	...	20	353,000	...	.....	...	.....	3	9	...	.....	...	.....	...	.....	...	.....	2	.....	14	.....	Phillips R. Brooks	...	10
11	...	4	...	...	4	.....	...	.....	...	.....	...	2	1	16,824	...	.....	...	.....	...	.....	3	220,620	22	33,420	William Coffin	...	11
12	...	8	...	...	8	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Emil Bednarcik	...	12
13	...	5	...	...	5	.....	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Howard T. Irvine	...	13
14	...	4	...	...	4	[1]21,854	...	.....	2	5,489	1	4	...	.....	...	.....	...	.....	...	.....	...	.....	2	1,000	Daniel R. Neal	...	14
15	...	1	...	...	1	6,500	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Arthur M. Jenkins	...	15
16	...	8	...	...	8	1,254,408	3	.....	1	.....	4	6	...	.....	...	.....	...	.....	...	.....	...	.....	25	.....	Lincoln E. Rowley	...	16
17	7	18	...	...	25	834,014	...	.....	9	68,874	3	7	...	.....	...	.....	...	.....	...	.....	1	105,454	...	.....	Claude A. Allen	...	17
18	...	4	...	...	4	.....	...	.....	...	.....	2	3	...	.....	...	.....	...	.....	1	.....	...	.....	6	.....	Winton J. White	...	18
19	...	31	...	...	31	.....	...	.....	...	.....	6	23	...	.....	2	76,104	1	61,968	...	.....	...	.....	193	198,105	David I. Kelly	...	19
20	...	9	...	...	9	[1]49,354	...	.....	...	.....	1	5	...	.....	...	.....	...	.....	...	.....	...	.....	5	780	Charles D. Todd	...	20
21	...	...	...	3	3	12,000	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	H. George Hughes	...	21
22	7	...	...	...	7	[1]532,575	1	.....	1	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Julius Durstewitz	...	22
23	...	...	...	...	...	.....	...	.....	...	.....	6	23	...	.....	...	.....	...	.....	...	.....	4	.....	73	.....	Leo. S. Sullivan	...	23
24	...	7	...	...	7	[1]49,812	1	612	8	14,318	1	1	...	.....	...	.....	...	.....	...	.....	1	20,000	14	14,560	Philip LeBoutillier	...	24
25	5	11	...	...	16	450,000	...	.....	...	.....	1	10	...	.....	...	.....	...	.....	...	.....	...	.....	23	8,000	Frank A. Deisler	...	25
26	2	9	...	...	11	100,000	1	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	T. N. Clark	...	26
27	...	1	...	...	1	[1]5,796	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	Roy Nickerson	...	27
28	...	...	...	...	...	.....	...	.....	...	.....	...	1	2	.....	...	.....	...	.....	...	.....	...	.....	...	.....	C. Fred Carr	...	28
a	...	1	...	...	1	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Dominick Grandinetti	...	a
b	...	1	...	...	1	[1]800	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Avida D. Thompson	...	b
29	1	...	...	...	1	66,425	...	.....	4	9,678	1	2	...	.....	...	.....	...	.....	...	.....	1	14,886	4	3,258	John Fox, Jr.	...	29
30	...	4	...	...	4	54,114	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	...	.....	4	6,611	Franklin G. Armstrong	...	30
31	...	5	...	...	5	40,800	2	52,400	2	1,700	6	6	...	.....	...	.....	...	.....	1	17,000	1	5,000	2	4,500	Robert L. King	...	31
32	...	...	...	...	...	.....	...	.....	...	.....	5	5	2	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Nelson Butera	...	32
33	...	1	...	...	1	1,200	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	William C. Cudlipp	...	33
34	29	6	...	...	35	.....	...	.....	29	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Lewis R. Barrett	...	34
35	...	4	...	...	4	70,103	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	William Beck	...	35
36	...	10	...	...	10	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	James J. Goodman	...	36
37	...	2	...	...	2	25,380	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Charles E. Reed	...	37
38	4	3	...	...	7	[1]160,000	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	1	.....	...	.....	10	.....	Carl F. Seibert	...	38
39	...	7	...	...	7	426,226	...	.....	6	27,000	1	5	...	.....	...	.....	...	.....	1	16,000	...	.....	12	15,000	Reeve B. Harris	...	39
40	...	1	...	...	1	.....	...	.....	...	.....	...	1	1	50,000	...	.....	1	11,633	...	.....	...	.....	4	.....	Frederick W. Loede, Jr.	...	40
41	...	29	...	...	29	500,000	...	.....	8	2,000	...	9	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Alfred P. Cappio	...	41
42	...	11	...	...	11	273,000	1	18,000	4	43,040	...	3	1	.....	...	.....	...	.....	...	.....	...	.....	10	11,000	Charles T. Kochek	...	42
43	...	3	...	...	3	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	1	.....	John F. O'Donnell	...	43
44	...	4	...	5	9	295,742	...	.....	4	9,425	...	...	...	.....	1	10,083	...	.....	1	.....	...	.....	12	.....	R. O. Schlenter	...	44
45	...	2	...	...	2	2,982	1	3,310	2	9,510	1	4	...	.....	...	.....	...	.....	...	.....	2	42,000	4	2,040	Robert B. Hudson	...	45
46	...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Arthur L. Perry	...	46
47	...	2	...	...	2	4,500	...	.....	2	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Richard T. Smith	...	47
48	...	1	...	...	1	[1]9,677	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	6	.....	Edwin S. Ferris	...	48
49	...	1	...	...	1	2,500	...	.....	...	.....	9	8	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	I. B. Somerville	...	49
50	...	1	...	...	1	12,500	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Francis B. Elwell	...	50
51	...	2	...	...	2	.....	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	G. Hobart Brown	...	51
52	...	2	...	...	2	.....	...	.....	...	.....	1	4	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	H. H. Edwards	...	52
53	1	...	...	...	1	74,000	...	.....	...	.....	2	5	...	.....	...	.....	...	.....	...	.....	1	.....	20	.....	Joseph J. Farrell	...	53
54	...	...	...	...	...	.....	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. Mildred E. Simons	...	54
55	...	4	...	...	4	[1]31,545	1	.....	1	.....	3	3	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Mrs. James H. Gross	...	55
56	...	16	...	...	16	511,863	...	.....	...	.....	1	18	1	87,251	...	.....	[4]1	54,569	...	.....	2	105,946	16	31,820	F. S. Mathewson	...	56
57	4	...	...	...	4	314,000	4	.....	...	.....	4	2	...	.....	...	.....	...	.....	...	.....	...	.....	9	.....	William J. Hulighan	...	57
1	...	5	...	...	5	.....	...	.....	...	.....	7	7	1	.....	...	.....	...	.....	...	.....	...	.....	3	.....	John Milne	...	1
2	...	1	...	...	1	.....	1	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	G. L. Fenlon	...	2
3	...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	1	500	...	.....	...	.....	1	3,000	1	700	George D. Robinson	...	3
4	...	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Ernest V. Ludlum	...	4
1	6	17	...	...	23	[1]492,500	...	.....	10	60,000	9	75	...	.....	...	.....	...	.....	7	.....	6	.....	56	.....	Frederick F. Futterer	...	1
2	1	2	...	1	4	221,476	...	.....	5	23,473	2	2	...	.....	...	.....	...	.....	...	.....	3	65,471	...	.....	Allen T. Edmunds	...	2
a	...	2	...	...	2	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Elizabeth Hamill	...	a
3	...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Elaine T. Pollard	...	3

Footnotes follo

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year						Source of Financial Support†	
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages			Total		
											For Leadership	Other Services	Total			
	New York—Cont.															
4	Ballston Spa	4,591	Woman's Club	....	1	1	....	....	150.00	250.00	850.00	350.00	1,200.00	1,600.00	M&P	
5	Briarcliff Manor[44]	1,794	Park Department	1	1	....	....	....	.....	.....	.....	.....	.....	1,790.00	M	
6	Buffalo	573,076	Department of Parks, Division of Recreation	24	20	40	....	....	72,358.56	22,600.00	94,815.00	149,579.75	244,394.75	339,353.31	M	
			Department of Physical Education, Board of Education	52	41	....	....	....	.....	5,239.95	17,817.00	.....	17,817.00	23,056.95	M	
7	Canandaigua	7,541	Board of Education	1	1	....	....	....	.....	.....	144.50	.....	144.50	144.50	M	
8	Cohoes	23,226	Municipal Recreation Commission	11	8	....	47	38	.....	815.00	3,600.00	1,970.00	5,570.00	6,385.00	M	
9	Cooperstown	2,909	Village of Cooperstown	1	....	....	....	1	500.00	.....	400.00	425.00	825.00	1,325.00	M&P	
10	Corning	15,777	Board of Public Works	2	3	....	....	....	.....	4,264.00	.....	.....	6,000.00	10,264.00	M	1
11	Cortland	15,043	Board of Education	1	....	....	....	....	.....	.....	300.00	.....	300.00	300.00	M	1
12	Dobbs Ferry[44]	5,741	Village Board	1	2	....	....	....	.....	.....	.....	.....	.....	.....	M	1
13	Dunkirk	17,802	Board of Education	5	4	....	....	....	.....	152.58	2,050.00	136.06	2,186.06	2,338.64	M	1
14	Eastchester[44]	20,340	Recreation Commission[45]	10	8	2	11	24	.....	2,894.28	7,796.38	19.25	7,815.63	10,709.91	M	1
15	Elmira	47,397	City Recreation Commission	9	24	3	235	125	4,400.00	5,600.00	11,500.00	.....	11,500.00	21,500.00	M	1
			Board of Education	4	9	....	....	....	.....	40.02	1,740.00	.....	1,740.00	1,780.02	M	
16	Erie County	762,408	Erie County Park Commission[46]	....	....	....	....	....	1,500.00	.....	.....	.....	.....	1,500.00	C	1
17	Floral Park	10,016	Park and Playground Commission	1	....	....	....	....	.....	1,350.00	500.00	2,120.00	2,620.00	3,970.00	M	1
18	Fulton	12,462	Board of Education	2	1	....	12	....	500.00	50.00	740.00	.....	740.00	1,290.00	M	1
19	Geneva	16,053	City Park Commission	7	6	....	....	....	.....	1,000.00	2,000.00	1,800.00	3,800.00	4,800.00	M	1
20	Glens Falls	18,531	Recreation Commission	9	10	2	....	1	344.92	1,416.32	4,790.17	1,156.04	5,946.21	7,707.45	M&P	2
			Outing Club, Inc.	....	4	[47]1	....	....	191.55	4,325.98	4,850.00	2,255.73	7,105.73	11,623.26	P	
21	Gloversville	23,099	Board of Education	3	1	....	....	....	.....	1,063.28	2,069.92	4,738.80	6,808.72	7,872.00	M	2
22	Great Neck	4,010	Village of Great Neck	1	....	....	....	....	.....	.....	.....	.....	.....	.....	....	2
23	Hastings-on-Hudson[44]	7,097	Board of Education	1	....	....	....	....	.....	.....	.....	.....	.....	1,000.00	M	2
24	Herkimer	10,446	Recreation Commission	5	4	....	....	....	.....	821.09	1,507.33	.....	1,507.33	2,328.42	M	2
25	Hornell	16,250	Department of Public Works	3	3	....	....	....	.....	416.44	922.50	.....	922.50	1,338.94	M	2
26	Hudson Falls	6,449	Village of Hudson Falls	1	1	....	....	....	.....	200.00	300.00	.....	300.00	500.00	M	2
27	Ithaca	20,708	Board of Education	11	11	....	....	....	221.19	473.78	4,614.93	920.29	5,535.22	6,230.19	M	2
28	Jamestown	45,155	Board of Education	1	....	....	....	....	.....	.....	600.00	.....	600.00	600.00	M	2
29	Johnson City	13,567	Public Schools	2	2	....	....	....	.....	200.00	800.00	400.00	1,200.00	1,400.00	M	2
30	Johnstown	10,801	Board of Education	2	4	1	....	....	.....	.....	.....	.....	.....	[48]1,912.17	M	3
31	Kenmore	16,482	Village Board of Trustees	....	2	....	....	....	.....	[1]1,768.09	910.00	360.28	[1]1,270.28	3,038.37	M	3
32	Lackawanna	23,948	Department of Public Works	124	20	....	....	....	.....	2,498.60	.....	.....	10,497.50	12,996.10	M	3
33	Larchmont[44]	5,282	School Department	....	1	....	....	....	.....	.....	.....	.....	.....	.....	M	3
34	LeRoy	4,474	Recreation Commission	2	1	....	....	....	.....	300.00	900.00	100.00	1,000.00	1,300.00	M	3
35	Mamaroneck[44]	11,766	Village of Mamaroneck	5	3	....	....	....	651.69	417.81	2,519.00	.....	2,519.00	3,588.50	M	3
36	Middletown	21,276	Recreation Commission	5	4	....	....	....	364.79	947.35	1,795.00	575.60	2,370.60	3,682.74	M	3
37	Mount Kisco[44]	5,127	Recreation Commission	1	2	....	....	....	.....	360.78	629.70	.....	629.70	990.48	M	3
38	Mount Vernon[44]	61,499	Recreation Commission	23	21	6	5	15	8,200.00	10,325.00	22,840.00	8,000.00	30,840.00	49,365.00	M	3
39	Newburgh	31,275	Recreation Commission	4	8	2	....	....	46,263.42	2,759.40	7,000.00	8,990.60	15,990.60	65,013.42	M&P	3
40	New Rochelle[44]	54,000	Recreation Committee, Board of Education	26	26	....	....	....	.....	658.00	11,382.82	458.00	11,840.82	12,498.82	M	4
			Department of Parks, Docks and Harbors	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	
41	New York City	6,930,446	Bureau of Recreation, Department of Parks, Bronx	11	81	16	....	....	.....	7,200.00	48,020.00	.....	48,020.00	[49]55,220.00	M&P	4
			Department of Parks, Brooklyn	90	58	47	....	....	239,088.50	6,500.00	128,240.00	245,000.00	373,240.00	618,828.50	M&P	
			Bureau of Recreation, Department of Parks, Manhattan	208	155	64	....	....	.....	8,300.00	162,060.00	8,300.00	170,360.00	178,660.00	M&P	
			Department of Parks, Queens	24	17	1	....	....	940,600.00	6,000.00	10,810.00	.....	10,810.00	957,410.00	M&P	
			Park Department, Richmond	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M	
			Division of Extension Activities, Board of Education	1129	1004	5	....	....	.....	75,265.00	.....	.....	815,836.50	891,101.50	M	
			Parks and Playgrounds Committee, Brooklyn	7	6	1	....	....	.....	1,005.65	3,598.40	87.00	3,685.40	4,691.05	P	
			Children's Aid Society	109	100	85	31	46	.....	.....	.....	.....	.....	314,893.00	P	
			Community Councils of the City of New York, Inc.	22	11	....	....	....	.....	.....	3,848.84	.....	3,848.84	3,848.84	P	
42	Niagara Falls	75,460	Board of Recreation	7	3	2	18	11	1,501.00	2,984.57	8,071.00	11,108.43	19,179.43	23,665.00	M&P	4
43	Olean	21,790	Board of Education	3	6	....	....	....	.....	524.61	5,423.40	1,238.80	6,662.20	7,186.81	M	4
44	Oneida	10,558	Commission of Parks and Playgrounds	2	4	....	1	2	1,400.00	1,700.00	1,000.00	900.00	1,900.00	5,000.00	M	4
45	Oneonta	12,536	Department of Physical Education, Board of Education	7	5	....	....	....	600.00	300.00	1,000.00	100.00	1,100.00	2,000.00	M	4
46	Ossining[44]	15,241	Recreation Commission	10	15	1	1	5	2,050.00	6,000.00	3,750.00	.....	3,750.00	11,800.00	M	4
47	Patchogue	6,860	Board of Trustees	....	....	....	....	....	.....	.....	.....	.....	769.05	769.05	M	4
48	Peekskill[44]	17,125	Board of Education	1	1	....	....	....	.....	.....	.....	.....	.....	.....	M	4
49	Pelham[44]	4,908	Board of Education	4	4	....	....	....	.....	.....	.....	.....	.....	.....	M	4
50	Pleasantville[44]	4,540	Village Board	....	2	....	....	....	.....	.....	.....	.....	.....	.....	M	4
51	Port Chester[44]	22,662	Recreation Commission	13	10	1	....	....	.....	2,402.70	6,087.30	410.00	6,497.30	8,900.00	M	4
52	Port Jervis	10,243	Board of Education	....	....	....	....	2	.....	.....	.....	.....	.....	100.00	M	4
53	Poughkeepsie	40,288	Board of Education	2	23	....	....	....	.....	3,804.55	5,579.50	.....	5,579.50	9,384.05	M	4
			Board of Public Works	....	....	....	....	....	.....	.....	.....	.....	.....	1,500.00	M	
54	Purchase[44]	400	Purchase Community, Inc.	1	1	2	....	....	.....	5,782.82	3,120.00	1,535.19	4,655.19	10,438.01	P	
55	Rensselaer	11,223	Recreation Commission	10	9	....	....	....	.....	219.86	821.15	111.63	932.78	1,152.64	M	
56	Rhinecliff	400	Morton Memorial Library	1	1	1	....	....	.....	100.00	1,800.00	120.00	1,920.00	2,020.00	P	
57	Rochester	328,132	Division of Playgrounds and Recreation, Park Bureau	70	101	89	....	....	.....	38,766.17	124,670.20	72,651.70	197,321.90	236,088.07	M	
58	Rockville Center	13,718	Board of Education	2	....	....	....	....	.....	.....	.....	.....	.....	1,600.00	M	
59	Rome	32,338	Department of Public Works	8	6	....	....	....	.....	2,300.00	3,000.00	2,300.00	5,300.00	7,600.00	M	
60	Sag Harbor	2,773	Park and Recreation Association	1	5	....	....	....	.....	1,500.00	800.00	2,700.00	3,500.00	5,000.00	P	
61	Saratoga Springs	13,169	Board of Education	1	1	....	....	....	.....	.....	.....	.....	.....	.....	M	
62	Schenectady	95,692	Department of Public Works	26	20	....	....	....	100,000.00	1,400.00	9,000.00	.....	9,000.00	110,400.00	M	
63	Solvay	7,986	Board of Education	1	....	....	....	....	.....	.....	100.00	.....	100.00	100.00	M	
64	Syracuse	209,326	Park Department	71	89	2	....	....	390,579.00	3,048.80	35,095.43	45,922.00	81,017.43	474,645.23	M	

Playgrounds Under Leadership						Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City
Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Number	Total Yearly or Seasonal Attendance ••	Number	Total Yearly or Seasonal Attendance ••			Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation			
1	...	...	...	1	10,000	1	20,000	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	1,000	Mrs. Robt. MacWilliams	...	4
..	1	...	...	1	[16]6,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	7,979	2	2,700	Alfred H Pearson	...	5
3	19	...	...	22	3,535,443	5	.....	...	.....	1	37	1	93,516	2	66,303	2	210,000	...	.....	3	131,200	65	140,115	Joseph F. Suttner	...	6
..	27	...	...	27	368,438	...	.....	25	58,727	...	...	...	.....	...	.....	...	.....	...	.....	9	59,436	...	.....	Carl H. Burkhardt	...	a
..	...	...	...	...	.....	...	.....	1	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	F. E. Fisk	...	7
..	6	...	...	6	567,538	...	.....	...	.....	1	4	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....		...	
..	1	...	...	1	20,000	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	1	72,850	6	25,016	T. D. P. Aldrich	...	8
..	...	...	1	1	.....	1	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Lester G. Bursey	...	9
..	1	...	...	1	4,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	William O. Drake	...	10
..	1	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	F. E. Smith	...	11
..	4	...	...	4	13,800	...	.....	...	.....	1	4	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	George Hjelte	...	12
..	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	David Burchet and K. Hoeppner	...	13
..	3	...	2	5	[15]3,202	1	16,833	7	14,981	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Vivian O. Wills	...	14
..	15	...	...	15	90,500	...	.....	2	6,500	4	11	...	.....	1	2,861	...	.....	...	.....	1	.....	23	13,800	J. F. Riley	...	15
..	8	...	...	8	[12]5,609	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Arthur Hirst	...	a
..	...	...	...	...	.....	...	.....	...	.....	6	6	2	.....	...	.....	...	.....	...	.....	1	.....	5	.....	Arthur B. Weaver	...	16
..	1	...	...	1	12,710	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	6	3,460	James H. Glenn	...	17
..	1	...	...	1	17,780	...	.....	1	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	W. A. Anderson	...	18
..	6	...	...	6	83,000	...	.....	...	.....	1	3	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	W. A. Gracey	...	19
1	7	...	...	8	227,358	1	22,918	...	.....	2	4	1	30,264	...	.....	...	.....	...	.....	...	.....	4	1,945	} Ruth Sherburne	...	20
..	...	...	2	2	70,694	1	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....		...	a
1	2	...	...	3	19,000	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	1	.....	6	.....	A. E. Severn	...	21
..	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	J. K. Frank	...	22
..	1	...	...	1	5,000	...	.....	1	1,000	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	John L. Hopkins	...	23
..	4	...	...	4	.....	...	.....	...	.....	3	2	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Mrs. John Campbell	...	24
..	3	...	...	3	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	1	.....	F. H. Robinson	...	25
..	1	...	...	1	7,655	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	David S. Fisk	...	26
1	11	...	1	12	35,314	...	.....	2	4,000	2	6	1	8,900	...	.....	...	.....	...	.....	...	.....	2	620	Edgar E. Bredbenner	...	27
..	9	...	...	9	.....	...	.....	...	.....	5	5	...	.....	...	.....	...	.....	...	.....	...	.....	15	.....	Harry Watson	...	28
..	1	...	...	1	3,125	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	1	.....	3	.....	H. B. Eccleston	...	29
1	2	...	...	3	15,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	7	.....	Ruth V. Amos	...	30
..	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Walter Ducker	...	31
..	10	...	...	10	171,000	...	.....	...	.....	...	6	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	B. A. McDonnell	...	32
..	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	George Hjelte	...	33
..	1	...	...	1	5,000	...	.....	...	.....	1	3	...	.....	...	.....	...	.....	...	.....	1	.....	4	.....	E. J. Reifsteck	...	34
..	2	...	...	2	19,272	...	.....	...	.....	1	2	1	.....	...	.....	...	.....	...	.....	...	.....	6	.....	George E. Graff	...	35
..	4	...	...	4	43,233	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Frederic P. Singer	...	36
..	1	...	...	1	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	Frederick C. Siggelkow	...	37
..	9	...	5	14	120,511	...	.....	...	.....	...	3	...	.....	...	.....	...	.....	...	.....	...	.....	2	11,255	H. Q. White	...	38
1	2	...	1	4	511,647	...	.....	...	.....	...	2	...	.....	...	.....	...	.....	...	.....	1	.....	8	40,000	Douglas G. Miller	...	39
..	13	...	...	13	84,600	...	.....	...	.....	5	5	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	Edward A. Wilson	...	40
..	...	...	...	...	.....	...	.....	...	.....	1	2	2	75,000	...	.....	...	.....	...	.....	...	.....	2	1,800	Charles L. Broder	...	a
9	19	...	...	28	.....	...	.....	...	.....	3	36	2	200,000	...	.....	3	306,080	...	.....	1	.....	81	.....	John J. McCormack	...	41
34	9	...	...	43	13,568,000	...	.....	...	.....	5	58	5	500,000	1	12,000	1	77,957	...	.....	1	30,000	396	125,000	John J. Downing	...	a
32	34	...	...	66	.....	11	457,250	...	.....	22	32	...	.....	...	.....	...	.....	...	.....	...	.....	47	5,551	James V. Mulholland	...	b
34	10	...	...	44	.....	9	5,000	...	.....	2	98	4	500,000	...	.....	2	10,000	...	.....	...	.....	35	15,000	John F. Murray	...	c
..	...	...	...	...	.....	...	.....	...	.....	...	6	...	.....	1	.....	1	.....	...	.....	...	.....	12	.....	Frederick H. Gross	...	d
..	538	16	...	554	10,828,227	...	.....	118	438,000	12	12	...	.....	...	.....	...	.....	18	.....	...	.....	...	.....	Eugene C. Gibney	...	e
1	7	...	...	8	170,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Evelyn R. Meyers	...	f
8	7	...	...	15	986,928	...	.....	13	697,918	3	3	...	.....	...	.....	...	.....	1	16,448	3	70,000	...	.....	Margaret M. Fellows	...	g
..	24	...	...	24	.....	...	.....	9	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Frank Peer Beal	...	h
..	4	...	...	4	51,392	2	6,920	...	.....	...	14	...	.....	...	.....	1	66,007	...	.....	...	.....	10	54,017	E. A. Pritchard	...	42
..	6	...	...	6	.....	...	.....	3	.....	...	3	...	.....	...	.....	...	.....	...	.....	1	28,121	...	.....	M. C. Greenawalt	...	43
..	5	...	...	5	35,000	...	.....	...	.....	2	6	...	.....	...	.....	...	.....	...	.....	...	.....	7	3,000	Harold E. Klue	...	44
..	4	...	...	4	20,000	2	10,000	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	1	30,000	5	5,000	W. Edwin Long	...	45
1	6	...	...	7	26,700	3	25,000	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	5	12,000	Mary M. Halpin	...	46
..	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	John P. Losee	...	47
..	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	George Hjelte	...	48
..	4	...	...	4	.....	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	George Hjelte	...	49
..	2	...	...	2	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	George Hjelte	...	50
2	4	...	...	6	[15]1,596	...	.....	2	.....	...	2	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	Doris E. Russell	...	51
..	...	...	...	...	.....	...	.....	1	800	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	A. H. Naylor	...	52
..	6	...	...	6	56,000	...	.....	1	28,000	4	5	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	} Thomas F. Lawlor	...	53
..	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....		...	a
..	...	...	...	...	.....	1	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Dorothy Mason	...	54
..	9	...	...	9	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	William J. Adams	...	55
..	1	...	...	1	9,000	1	9,000	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Harriet E. Woolley	...	56
25	9	...	...	34	3,068,291	3	97,511	...	.....	8	27	2	195,133	1	61,196	2	165,510	1	98,483	2	137,261	41	.....	Gertrude M. Hartnett	...	57
..	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	4	.....	W. S. Covert	...	58
..	5	...	...	5	119,000	...	.....	...	.....	5	5	...	.....	...	.....	...	.....	...	.....	2	.....	9	.....	William G. Keating	...	59
1	...	...	...	1	[17]17,000	1	.....	...	.....	1	2	1	.....	1	.....	...	.....	...	.....	...	.....	4	.....	W. F. Youngs	...	60
..	3	...	...	3	.....	...	.....	...	.....	1	2	...	.....	...	.....	...	.....	...	.....	...	.....	9	.....	Patrick B. Kearney	...	61
..	9	14	1	24	590,600	...	.....	...	.....	6	12	1	260,000	...	.....	...	.....	...	.....	2	.....	36	.....	William Makofski	...	62
..	...	...	...	...	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Anna L. Murtagh	...	63
..	22	..	...	22	411,939	4	35,480	10	.....	20	20	...	.....	2	.....	...	.....	...	.....	11	.....	79	.....	William A. Barry	...	64

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers: No. of Men	Paid Workers Exclusive of Caretakers: No. of Women	Paid Workers Exclusive of Caretakers: No. Employed Full Time Year Round	Volunteer Workers: No. of Men	Volunteer Workers: No. of Women	Expenditures Last Fiscal Year: Land, Buildings, Permanent Equipment	Expenditures Last Fiscal Year: Upkeep, Supplies and Incidentals	Expenditures Last Fiscal Year: Salaries and Wages: For Leadership	Expenditures Last Fiscal Year: Salaries and Wages: Other Services	Expenditures Last Fiscal Year: Salaries and Wages: Total	Expenditures Last Fiscal Year: Total	Source of Financial Support†
	New York—Cont.														
65	Tarrytown and North Tarrytown[44]	14,258	Women's Civic League and Municipalities	2	4	2	4	8	.....	1,050.20	4,369.00	100.00	4,469.00	5,519.20	M&P
66	Troy	72,763	Recreation Department	17	14	2	....	....	.....	.....	.....	.....	.....	49,765.00	M
67	Utica	101,740	Department of Recreation	46	46	3	....	....	29,777.87	5,006.73	16,050.00	9,200.00	25,250.00	[56]60,034.60	M
68	Watertown	32,205	Department of Public Works	14	5	....	....	....	2,700.00	2,060.00	5,900.00	2,510.00	8,410.00	13,170.00	M
69	Westchester County	520,947	Westchester County Recreation Commission[51] Westchester County Park Commission[52]	37	35	9	....	....	.....	102,000.00	55,000.00	41,000.00	96,000.00	198,000.00	C&P
				....	....	....	....	....	602,762.00	.....	.....	.....	.....	1,658,002.00	C
70	White Plains[44]	35,830	Recreation Commission Board of Education	2 5	 7	2	....	....	.....	.....	.....	.....	.....	.....	M M
71	Yonkers[44]	134,646	Community Service Commission	26	43	16	6	10	.....	24,165.00	43,350.00	12,765.00	56,115.00	80,280.00	M
	North Carolina														
1	Asheville	50,193	Department of Public Works	30	4	....	....	....	.....	.....	.....	.....	.....	40,174.47	M
2	Canton	5,117	Champion Y. M. C. A.	1	....	....	2	....	.....	250.00	900.00	300.00	1,200.00	1,450.00	P
3	Concord	11,820	Community Recreation Council	2	4	....	4	6	.....	100.00	400.00	.....	400.00	500.00	P
4	Durham	52,037	City Recreation Commission	15	16	2	6	9	3,347.56	2,950.00	7,424.00	889.50	8,313.50	14,611.06	M
5	Gastonia	17,093	City of Gastonia and City Schools	1	....	....	....	....	.....	.....	.....	.....	.....	3,915.70	M
6	Goldsboro	14,985	Wayne County Memorial Community Association	3	2	2	15	15	.....	1,650.69	3,480.25	660.25	4,140.50	5,791.19	M&P
7	Greensboro	53,569	Board of Education	6	10	....	....	....	.....	.....	.....	.....	.....	1,300.00	M
8	Hamlet	4,801	Y. M. C. A.	1	....	....	1	....	48.38	34.65	351.15	.....	351.15	434.18	P
9	High Point	36,745	City of High Point	7	4	....	3	2	20,812.38	3,529.86	4,205.72	12,000.67	16,206.39	40,548.63	M
10	Montreat	.....	Mountain Retreat Association	2	....	....	....	....	.....	.....	.....	.....	.....	.....	P
11	Raleigh	37,379	City of Raleigh	3	3	....	....	....	.....	110.00	390.00	.....	390.00	500.00	M
12	Roanoke Rapids	3,404	Public Schools	2	3	....	....	....	.....	.....	150.00	350.00	500.00	500.00	M
13	Wilson	12,613	County and City Schools	....	1	....	....	....	.....	.....	.....	.....	.....	300.00	M
14	Winston-Salem	75,274	Department of Physical Education and Recreation, School Board	9	7	....	....	....	400.00	4,410.00	3,700.00	4,300.00	8,000.00	12,810.00	M
	North Dakota														
1	Bismarck	11,090	Board of Recreational Activities	5	3	1	....	....	4,000.00	16,150.00	4,500.00	2,150.00	6,650.00	26,800.00	M
2	Devils Lake	5,451	Board of Park Commissioners	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
3	Fargo	28,619	Park District	5	11	....	....	....	6,068.00	2,399.89	3,893.55	5,873.65	9,767.20	18,235.09	M
4	Grand Forks	17,112	Board of Park Commissioners Public Schools	1 1	1 1	....	....	....	.....	27.19	426.75	.....	426.75	453.94	M M
5	Hettinger	1,292	Federation of Women's Clubs	....	1	....	....	....	15.00	20.00	50.00	.....	50.00	85.00	P
6	Lisbon	1,650	Park District	1	....	....	....	....	500.00	500.00	500.00	500.00	1,000.00	2,000.00	M
7	Mandan	5,037	Park Commission	1	....	....	....	....	2,214.00	.....	1,090.00	.....	1,090.00	6,623.66	M
8	Minot	16,099	Park Board	1	....	....	....	....	500.00	250.00	300.00	5,100.00	5,400.00	6,150.00	M
9	Valley City	5,268	Park Board	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
	Ohio														
1	Akron	255,040	Recreation Department Board of Education	1 8	1 10	1	15	17	.....	300.00 2,000.00	4,900.00 4,000.00	.....	4,900.00 4,000.00	5,200.00 6,000.00	M& M
2	Athens	7,252	Physical Education Department, Ohio University	1	....	....	24	12	.....	.....	.....	.....	.....	.....	P
3	Bedford	6,814	Board of Education	1	....	....	2	3	.....	.....	250.00	.....	250.00	250.00	M
4	Bellaire	13,327	Y. M. C. A.	2	2	....	....	....	125.00	220.00	750.00	.....	750.00	1,095.00	P
5	Bluffton	2,035	Board of Education	1	....	....	....	....	.....	60.00	150.00	41.80	191.80	251.80	M&
6	Bowling Green	6,688	City of Bowling Green	1	....	....	....	....	.....	.....	.....	.....	.....	332.50	M
7	Canton	104,906	Recreation Department	21	23	5	4	5	949.79	10,020.79	13,369.30	4,103.00	17,472.30	28,442.88	M
8	Chillicothe	18,340	Board of Park Commissioners	1	1	....	....	....	3,461.62	453.40	450.00	914.00	1,364.00	5,279.02	M
9	Cincinnati	451,160	Public Recreation Commission	156	71	7	410	300	181,073.75	35,045.86	76,391.11	63,074.19	139,465.30	355,584.91	M
10	Cleveland	900,429	Division of Recreation, Department of Parks and Public Property Board of Education Hiram House	243 229 3	66 153 1	33 4 1	.... [28]12	....	371,168.00	49,997.00 18,516.31 1,547.50	88,629.00 78,607.94 3,289.31	395,393.04 24,125.00	484,022.04 102,732.94 3,289.31	905,187.04 121,249.25 4,836.81	M M P
11	Cleveland Metropolitan Park District	1,250,000	Board of Park Commissioners[53]	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
12	Cleveland Heights	50,945	Division of Public Recreation, School Board	44	45	2	3	1	.....	2,523.82	20,030.44	3,130.39	23,160.83	25,684.65	M
13	Columbus	290,564	Division of Public Recreation	32	29	8	....	....	69,377.86	7,034.02	45,213.47	14,470.92	59,684.39	136,096.27	M
14	Conneaut	9,691	American Legion Community Home	....	....	....	1	4	.....	1,000.00	.....	100.00	100.00	1,100.00	I
15	Crestline	4,425	Chamber of Commerce and Park Board	....	....	....	....	....	.....	.....	.....	240.00	240.00	240.00	B
16	Dayton	200,982	Bureau of Recreation, Division of Parks, Department of Public Welfare	17	7	6	18	12	22,449.45	34,571.71	30,678.39	84,956.94	115,635.33	172,656.49	M
17	East Cleveland	39,667	City of East Cleveland[54]	23	....	....	....	....	.....	.....	.....	.....	.....	.....	I
18	East Liverpool	23,329	Playground Committee, Federation of Women's Clubs	1	1	....	....	....	.....	40.00	240.00	20.00	260.00	300.00	
19	Fremont	13,422	City of Fremont and Board of Education	3	1	....	....	....	.....	200.00	1,000.00	200.00	1,200.00	1,400.00	M
20	Hamilton	52,176	Department of Parks and Recreation	4	1	....	3	4	.....	.....	.....	.....	.....	24,727.20	I
21	Kenton	7,069	Board of Education	1	....	....	....	....	.....	.....	300.00	.....	300.00	300.00	I
22	Lakewood	70,509	Department of Public Recreation, Board of Education	23	33	2	....	....	.....	2,329.47	16,304.51	1,023.00	17,327.51	19,656.98	
23	Lima	42,287	Department of Recreation	27	13	....	12	1	.....	1,044.45	4,677.27	446.58	5,123.85	6,168.30	
24	London	4,141	School Board	1	....	....	3	3	.....	200.00	250.00	.....	250.00	450.00	
25	Lorain	44,512	Board of Education	7	2	....	....	....	.....	500.00	2,500.00	.....	2,500.00	3,000.00	
26	Lyndhurst	1,922	Recreation Committee	....	....	....	12	12	.....	.....	.....	.....	.....	700.00	M
27	McDonald	1,714	Carnegie Steel Company	1	1	....	....	....	.....	.....	.....	.....	.....	.....	
28	Mansfield	33,525	Playground and Recreation Board	8	7	....	6	5	.....	1,164.00	2,986.44	8,000.00	10,986.44	12,150.44	M

ECREATION STATISTICS FOR 1931

e table

Playgrounds Under Leadership						Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas	No. of City
Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Number	Total Yearly or Seasonal Attendance ••	Number	Total Yearly or Seasonal Attendance ••			Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation			
...	3	...	...	3	15,980	1	8,705	12	6,363	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Floyd A. Nelson	...	65
...	9	...	...	9	[1]227,916	1	7,825	...	.....	...	3	...	.....	1	4,603	...	.....	...	.....	1	38,395	25	35,140	Paul J. Lynch	...	66
...	13	...	4	17	365,920	...	.....	11	24,237	2	19	...	.....	...	.....	1	.....	...	.....	...	.....	36	.....	M. Esthyr Fitzgerald	...	67
...	3	...	...	3	31,000	...	.....	...	.....	2	4	...	.....	2	.....	...	.....	...	.....	2	.....	10	1,000	William I. Graf	...	68
...	...	...	...	...	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	George Hjelte	...	69
...	...	...	...	...	.....	...	.....	...	.....	...	10	5	.....	...	.....	4	.....	...	.....	3	.....	6	.....	Jay Downer	...	a
1	...	...	...	1	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	9	.....	George Hjelte	...	70
...	7	...	...	7	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	George Hjelte	...	a
11	16	...	...	27	621,361	5	4,698	20	96,471	1	6	...	.....	...	.....	...	.....	2	1,460	...	.....	19	10,488	James F. McCrudden	...	71
...	...	...	...	...	.....	...	.....	...	.....	2	2	...	.....	...	.....	1	.....	...	.....	2	.....	4	.....	Weldon Weir	...	1
...	1	...	...	1	42,800	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	842	G. C. Suttles	...	2
...	3	...	...	3	2,000	1	2,500	...	.....	1	1	...	.....	...	.....	...	.....	1	2,500	...	.....	1	200	S. G. Hawfield	...	3
...	16	...	...	16	103,260	2	10,000	5	25,000	4	6	...	.....	...	.....	...	.....	1	21,920	2	20,861	11	3,392	C. R. Wood	...	4
...	5	...	...	5	69,000	...	.....	...	.....	5	5	...	.....	...	.....	...	.....	...	.....	...	.....	1	.....	William L. Balthis	...	5
...	5	...	...	5	10,500	1	98,466	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	1	6,001	...	.....	R. C. Robinson	...	6
...	10	...	...	10	.....	...	.....	1	.....	10	9	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	G. B. Phillips	...	7
...	1	...	...	1	[1]4,306	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	J. H. Bowen	...	8
...	...	...	8	8	80,000	...	.....	...	.....	...	10	...	.....	1	.....	...	.....	...	.....	...	.....	...	.....	W. F. Bailey	...	9
...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	S. L. Woodward	...	10
...	4	...	...	4	[1]8,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. H. Hutchinson	...	11
...	3	...	...	3	.....	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	1	.....	...	.....	4	.....	C. W. Davis	...	12
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	1	.....	...	.....	...	.....	K. R. Curtis	...	13
...	8	...	...	8	143,058	...	.....	...	.....	3	13	...	.....	...	.....	...	.....	2	18,863	3	40,345	70	.....	Lloyd B. Hathaway	...	14
...	1	...	...	1	6,000	1	3,000	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	25,000	...	.....	John W. Reel	...	1
...	...	...	...	...	.....	...	.....	...	.....	2	1	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Noel Tharalson	...	2
...	5	...	...	5	.....	...	.....	...	.....	2	3	...	.....	...	.....	1	.....	2	.....	...	.....	8	.....	W. J. Clapp	...	3
...	2	...	...	2	16,914	...	.....	...	.....	2	5	...	.....	...	.....	1	13,247	...	.....	1	48,400	11	15,000	Max B. Kannowski	...	4
...	...	...	...	...	.....	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	John C. West	...	a
...	1	...	...	1	1,690	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	1	25	Dorothy M. Brown	...	5
...	...	...	...	...	.....	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	C. G. Mead	...	6
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	1	.....	...	.....	...	.....	...	.....	...	.....	A. W. Furness	...	7
...	2	...	...	2	50,000	...	.....	...	.....	4	1	...	.....	1	.....	...	.....	...	.....	1	.....	12	.....	C. A. Wilson	...	8
...	...	...	...	...	.....	...	.....	...	.....	1	...	2	.....	...	.....	...	.....	...	.....	...	.....	2	.....	W. T. Craswell	...	9
...	8	...	...	8	[1]250,000	...	.....	...	.....	15	20	1	30,000	...	.....	...	.....	...	.....	...	.....	4	7,000	J. P. Smith	...	1
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	2	.....	...	.....	4	.....	Milton H. Seitz	...	a
2	...	...	...	2	[1]5,400	...	.....	2	.....	1	3	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Arthur H. Rhoads	...	2
...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	R. P. Orchard	...	3
...	2	...	...	2	34,300	...	.....	1	900	2	2	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	V. H. Whipple	...	4
...	1	...	...	1	11,250	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	A. J. B. Longsdorf	...	5
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Mabel Young	...	6
...	13	...	1	14	314,388	...	.....	15	19,573	2	3	...	.....	...	.....	...	.....	...	.....	3	140,091	7	37,900	C. W. Schnake	...	7
...	2	...	...	2	12,000	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	6	17,500	John C. Wilkins, Jr.	...	8
...	27	...	...	27	945,109	1	8,510	22	46,329	1	38	...	.....	...	.....	1	30,951	10	99,017	34	.....	52	211,640	C. O. Brown	...	9
...	39	...	...	39	[1]1,624,196	7	1,696,638	...	.....	...	83	2	275,000	...	.....	2	70,947	4	375,490	5	654,000	79	128,558	John H. Gourley	...	10
...	27	...	25	52	.....	...	.....	29	222,136	1	...	1	2,750	...	.....	...	.....	3	5,268	2	4,400	1	5,800	G. I. Kern	...	a
1	...	...	...	1	221,598	...	.....	1	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mary E. Gilbert	...	b
...	...	...	...	...	.....	...	.....	...	.....	5	4	2	.....	1	46,364	1	66,776	...	.....	3	.....	...	.....	W. A. Stinchcomb	...	11
...	1	...	8	9	[1]42,151	...	.....	12	72,945	1	2	...	.....	...	.....	...	.....	1	.....	1	.....	21	.....	Earle D. Campbell	...	12
4	22	...	...	26	388,951	4	48,523	12	16,850	3	51	...	.....	...	.....	1	19,021	...	.....	1	12,973	55	.....	Grace English	...	13
...	...	...	...	...	.....	...	.....	1	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	1	.....	R. H. Stone	...	14
...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	C. A. Stephan	...	15
2	8	...	...	10	651,132	3	139,884	14	.....	2	11	1	45,000	...	.....	3	.....	1	10,316	2	79,323	57	.....	Paul F. Schenck and William Madden	...	16
...	3	...	...	3	.....	...	.....	...	.....	3	3	...	.....	...	.....	...	.....	...	.....	1	.....	6	.....	Harold L. Green	...	17
...	1	...	...	1	[1]4,000	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	J. A. Monasky	...	18
1	3	...	...	4	40,000	...	.....	...	.....	1	5	...	.....	...	.....	...	.....	1	2,000	2	3,000	9	1,000	Howard Laub	...	19
...	...	...	...	...	.....	...	.....	...	.....	2	16	...	.....	...	.....	1	18,560	...	.....	1	17,400	7	.....	L. J. Smith	...	20
...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	D. B. Clark	...	21
1	7	1	3	12	112,500	...	.....	14	26,000	1	12	...	.....	...	.....	...	.....	1	16,000	...	.....	11	.....	Sophie Fishback	...	22
...	7	...	...	7	195,004	...	.....	2	3,185	1	13	1	16,255	...	.....	...	.....	...	.....	...	.....	...	.....	H. G. Danford	...	23
...	1	...	...	1	45,000	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	5	1,500	Jacob von Kanel	...	24
...	6	...	...	6	100,000	...	.....	...	.....	6	6	1	.....	...	.....	...	.....	...	.....	...	.....	10	.....	George Daniel	...	25
...	...	...	...	...	.....	...	.....	2	.....	2	3	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Mrs. Elsie Demming	...	26
...	1	...	...	1	66,650	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	A. R. Mathieson	...	27
...	8	...	...	8	56,850	...	.....	...	.....	1	6	...	.....	...	.....	...	.....	...	.....	...	.....	5	3,000	Philip Smith	...	28

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Ohio—Cont.														
29	Marietta	14,285	Y. M. C. A.	4	1	....	2	....	.....	407.94	749.35	.....	749.35	1,157.29	P
30	Miamisburg	5,518	Community Welfare Association	2	....	....	....	....	.....	.....	.....	.....	.....	320.00	P
31	Mingo Junction	5,030	Carnegie Steel Company	1	2	....	....	....	.....	.....	.....	.....	.....	.....	P
32	Newark	30,596	Board of Education	7	2	....	....	....	.....	725.41	2,551.71	2,502.61	5,054.32	5,779.73	M
33	Niles	16,314	Recreation Service	2	10	1	....	....	8,000.00	1,249.78	3,706.06	219.75	3,925.81	13,175.59	M
34	Oakwood	500	School Board and Boy Scouts	1	1	....	8	8	.....	.....	.....	.....	.....	240.00	M&P
35	Piqua	16,009	Board of Education	7	7	....	15	15	.....	125.00	975.00	100.00	1,075.00	1,200.00	M&P
36	Rocky River	5,632	Park Committee	....	....	....	....	....	.....	.....	.....	500.00	500.00	500.00	M
37	St. Marys	5,433	Community Welfare Association	....	....	....	1	1	.....	250.00	.....	.....	.....	250.00	P
38	Salem	10,622	World War Memorial Building Association	4	2	2	....	....	750.00	4,000.00	6,237.00	1,475.00	7,712.00	12,462.00	P
39	Shaker Heights	17,783	Board of Education	1	....	....	....	....	.....	.....	.....	.....	.....	600.00	M
40	Springfield	68,743	Playgrounds Association	5	....	....	....	....	.....	.....	520.00	300.00	820.00	820.00	P
			Snyder Park Golf Commissioners	....	....	....	....	....	.....	.....	.....	.....	.....	12,492.31	M
41	Steubenville	35,422	Board of Recreation	14	6	3	9	3	84,599.11	6,903.65	7,405.78	12,379.21	19,784.99	[55]111,287.75	M
42	Toledo	290,718	Division of Recreation, Department of Welfare	59	21	2	....	....	50,500.00	10,200.00	11,561.00	42,067.00	53,628.00	114,328.00	M
			Frederick Douglass Community Center[15]	3	2	5	....	....	.....	6,707.90	6,393.50	.....	6,393.50	13,101.40	P
43	Toronto	7,044	Recreation Board	2	4	....	....	....	.....	.....	596.00	104.00	700.00	700.00	M
44	Van Wert	8,472	County Park Association	4	2	....	5	....	1,788.55	495.68	320.00	250.00	570.00	2,854.23	M&P
45	Vermilion	1,464	Board of Education	1	....	....	....	....	.....	.....	450.00	100.00	550.00	550.00	M
46	Wapakoneta	5,378	Board of Education	1	1	....	....	....	.....	350.00	400.00	450.00	850.00	1,200.00	M
47	Willard	4,514	Civic Club and Y. M. C. A.	1	....	....	1	....	.....	50.00	100.00	.....	100.00	150.00	P
48	Wooster	10,742	Board of Education	2	2	....	....	....	.....	.....	.....	.....	.....	800.00	M
49	Youngstown	170,002	Park Department	17	10	....	....	....	37,400.00	4,000.00	11,000.00	50,000.00	61,000.00	102,400.00	M
			Mill Creek Park Commission	6	1	1	....	....	70,104.30	29,462.05	5,595.43	34,147.83	39,743.26	139,309.61	M
			Playground Association	12	5	2	8	....	.....	1,314.23	7,158.52	133.50	7,292.02	8,606.25	P
			Carnegie Steel Company	....	1	....	....	....	.....	.....	.....	.....	.....	.....	P
50	Zanesville	36,440	City of Zanesville	3	6	....	....	....	.....	235.00	1,650.00	.....	1,650.00	1,885.00	M
	Oklahoma														
1	Ada	11,261	Park Commission	2	1	....	....	....	.....	.....	.....	.....	.....	1,000.00	M
2	Anadarko	5,036	Park Commissioners	....	....	....	2	....	.....	900.00	.....	1,600.00	1,600.00	2,500.00	M
3	Bartlesville	14,763	Y. M. C. A.	1	....	....	1	....	.....	100.00	550.00	.....	550.00	650.00	P
4	Blackwell	9,521	City Commission	1	3	....	....	....	.....	250.00	797.14	150.00	947.14	1,197.14	M
5	Bristow	6,619	City Park Department	1	....	....	....	....	.....	650.00	.....	.....	1,800.00	2,450.00	M
6	Cherokee	2,236	City of Cherokee	1	1	....	....	....	.....	500.00	.....	.....	343.70	843.70	M
7	Chickasha	14,099	City Park Board	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
8	Clinton	7,512	Chamber of Commerce and City of Clinton	1	....	....	....	....	250.00	.....	150.00	.....	150.00	400.00	M&P
9	El Reno	9,384	Board of Education	....	2	....	....	....	.....	.....	.....	.....	.....	100.00	M
10	Mangum	4,806	City of Mangum	2	....	....	....	....	.....	1,200.00	800.00	.....	800.00	2,000.00	M
11	Oklahoma City	185,389	Board of Education	14	22	....	....	....	.....	4,000.00	8,200.00	6,000.00	14,200.00	18,200.00	M
			Park Department	23	2	....	....	....	99,000.00	12,000.00	1,750.00	5,400.00	7,150.00	[20]118,150.00	M
12	Ponca City	16,136	Wentz Oil Corporation, Continental Oil Company and City of Ponca City	4	3	1	[28]15	....	1,500.00	500.00	8,000.00	400.00	8,400.00	10,400.00	M&P
13	Shattuck	1,490	Methodist Episcopal Church	1	1	....	....	....	.....	500.00	600.00	.....	600.00	1,100.00	P
14	Tulsa	141,258	Board of Park Commissioners	17	14	2	....	....	8,000.00	.....	13,520.00	.....	13,520.00	33,020.00	M
	Oregon														
1	Albany	5,325	B. P. O. Elks, 359	1	....	....	5	....	.....	.....	.....	.....	.....	500.00	P
			Women's Auxiliary of the American Legion	....	1	....	....	....	.....	.....	75.00	.....	75.00	400.00	P
2	Ashland	4,544	Park Board	....	1	....	....	....	.....	50.00	225.00	.....	225.00	275.00	M
3	Bend	8,848	Harmon Field Committee and School Board	1	2	....	....	....	.....	.....	675.00	.....	675.00	675.00	M
4	Corvallis	7,585	Board of Education	1	1	....	....	....	.....	.....	450.00	.....	450.00	450.00	M
5	Eugene	18,901	Playground and Community Service	8	4	....	....	....	100.00	716.93	2,068.07	102.54	2,160.61	2,977.54	M
6	Grants Pass	4,666	City Council	....	....	....	....	....	5,000.00	2,524.05	.....	1,921.30	1,921.30	9,445.35	M
7	Hood River	2,757	Parent Teacher Association and Lions Club	1	1	....	6	6	.....	76.00	384.00	400.00	784.00	860.00	M&P
8	Medford	11,007	Park and Playgrounds Committee	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M
9	Oregon City	5,761	Board of Education	1	1	....	....	....	.....	35.00	225.00	.....	225.00	260.00	M&P
10	Pendleton	6,621	Playground Committee, City Park Commission	....	4	....	....	....	.....	175.00	250.00	425.00	675.00	850.00	M
11	Portland	301,815	Bureau of Parks, Playground Division	28	30	8	....	....	.....	13,360.74	34,745.55	25,637.97	60,383.52	73,744.26	M
			Public Schools	4	4	....	....	....	.....	.....	5,500.00	.....	5,500.00	10,900.00	M
12	Salem	26,266	Playground Board	1	4	....	....	....	.....	150.00	1,050.00	.....	1,050.00	1,200.00	M
13	The Dalles	5,883	City Council	....	....	....	....	....	.....	.....	.....	200.00	200.00	200.00	M
	Pennsylvania														
1	Allegheny County	1,374,410	County Bureau of Parks[56]	22	....	3	....	....	.....	11,500.00	5,400.00	22,730.00	28,130.00	39,630.00	C
2	Allentown	92,563	Recreation Commission and School District	16	24	1	....	....	60,000.00	3,028.98	7,562.01	1,463.40	9,025.41	72,054.39	M
3	Altoona	82,054	Park and Recreation Commission	16	19	4	7	8	1,790.73	1,616.17	16,201.44	868.00	17,069.44	20,476.34	M
4	Ambridge	20,227	Playground Association	....	3	....	....	....	.....	.....	.....	.....	.....	.....	P
5	Arnold	10,575	Borough of Arnold	....	1	....	....	....	.....	.....	.....	.....	.....	700.00	M
6	Avalon	5,940	Borough Council	1	....	....	....	....	.....	1,549.92	.....	.....	2,255.53	3,805.45	M
7	Beaver Falls	17,147	Board of Education	1	5	....	....	....	.....	50.00	1,200.00	.....	1,200.00	1,250.00	M
8	Bethlehem	57,892	Board of Education	4	18	....	....	....	.....	254.96	2,140.00	.....	2,140.00	2,394.96	M
			Boys' Club	1	....	....	....	8	.....	.....	.....	.....	.....	500.00	M
9	Blairsville	5,296	Borough Council	2	....	....	....	....	365.11	271.48	378.03	289.86	667.89	1,304.48	M
10	Boyertown	3,943	American Legion Memorial Park Association	....	....	....	....	....	.....	.....	.....	.....	.....	.....	P

ECREATION STATISTICS FOR 1931

e table

Playgrounds Under Leadership					Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas
Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Number	Total Yearly or Seasonal Attendance ••	Number	Total Yearly or Seasonal Attendance ••			Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation		No. of City
...	4	...	...	4	30,464	...	.....	...	.....	3	6	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	R. T. Veal	...	29
...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	1	.....	Annabelle Brown	...	30
...	4	...	...	4	98,475	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	A. R. Mathieson	...	31
...	7	...	...	7	173,530	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	1	.....	13	.....	Loyd G. Millisor	...	32
...	6	...	...	6	47,443	...	.....	2	.....	2	5	...	.....	...	.....	...	.....	1	.....	...	.....	4	.....	W. G. Llewellyn	...	33
...	1	...	...	1	.....	...	.....	1	.....	...	2	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	R. M. Weible	...	34
...	7	...	...	7	40,000	...	.....	...	.....	3	3	...	.....	...	.....	...	.....	...	.....	...	.....	5	.....	Raymond S. Mote	...	35
...	...	...	...	...	.....	...	.....	...	.....	...	...	1	5,000	...	.....	...	.....	...	.....	...	.....	...	.....	Frank Mitchell	...	36
...	1	...	...	1	12,000	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	C. C. McBroom	...	37
...	2	...	...	2	69,000	1	24,000	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	J. M. Kelley	...	38
...	...	...	...	...	.....	...	.....	...	.....	8	6	...	.....	...	.....	...	.....	...	.....	...	.....	15	.....	Charles Thornton	...	39
...	6	...	...	6	69,950	...	.....	...	.....	2	10	...	.....	...	.....	...	.....	...	.....	...	.....	9	.....	Oliver S. Matheny	...	40
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	1	26,421	...	.....	...	.....	...	.....	S. L. Fisher	...	a
1	5	...	...	6	115,997	1	.....	...	.....	2	2	...	.....	1	19,539	...	.....	...	.....	3	80,197	3	782	Homer Fish	...	41
...	19	...	...	19	334,227	...	.....	...	.....	9	21	...	.....	1	.....	2	129,482	...	.....	8	365,385	30	75,305	R. W. Betchtel	...	42
...	1	...	...	1	[1]21,600	1	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Calvin K. Stalnaker	...	a
...	3	...	...	3	48,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Edna Tarr	...	43
...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Paul W. Purmort	...	44
...	1	...	...	1	6,500	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	...	.....	6	.....	George R. Snyder	...	45
...	1	...	...	1	30,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	1,500	Carl D. Fischer, Jr.	...	46
...	1	...	...	1	8,100	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	7,500	...	.....	H. D. Carpenter	...	47
...	2	2	...	4	12,000	...	.....	...	.....	1	4	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	G. C. Maurer	...	48
...	10	...	...	10	.....	...	.....	...	.....	...	7	...	.....	1	.....	...	.....	...	.....	2	.....	36	.....	Lionel Evans	...	49
...	...	...	1	1	177,091	...	.....	...	.....	...	6	...	.....	...	.....	1	47,138	...	.....	...	.....	8	24,905	Albert Davies	...	a
...	7	...	...	7	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	John H. Chase	...	b
...	1	...	...	1	21,638	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	3	.....	A. R. Mathieson	...	c
...	5	...	...	5	35,364	...	.....	...	.....	4	4	...	.....	...	.....	...	.....	...	.....	...	.....	4	15,000	M. M. Shamp	...	50
...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	H. E. Morris	...	1
...	...	...	...	...	.....	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	1	.....	1	.....	R. L. Booke	...	2
...	1	...	...	1	.....	...	.....	...	.....	3	5	1	.....	...	.....	...	.....	...	.....	1	.....	6	.....	C. C. Custer	...	3
...	4	...	...	4	30,000	...	.....	...	.....	1	2	1	.....	...	.....	...	.....	...	.....	...	.....	6	.....	Dwight Randall	...	4
...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	1	620	...	.....	...	.....	1	5,880	3	120	Q. L. Brown	...	5
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Ira A. Hill	...	6
...	...	...	...	...	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	R. T. Hurley	...	7
...	1	...	...	1	.....	...	.....	...	.....	2	2	...	.....	...	.....	...	.....	...	.....	1	.....	2	.....	Tim T. Warren	...	8
...	...	...	...	...	.....	...	.....	2	505	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	H. E. Wrinkle	...	9
...	...	...	...	...	.....	...	.....	...	.....	1	1	...	.....	...	.....	...	.....	...	.....	1	.....	3	.....	H. T. Lawrence	...	10
...	12	...	...	12	82,000	...	.....	12	20,600	10	10	...	.....	...	.....	...	.....	5	60,000	...	.....	8	2,000	Herschell Emery	...	11
...	11	...	...	11	.....	2	.....	...	.....	1	4	1	.....	1	.....	2	.....	2	.....	...	.....	24	.....	E. B. Smith	...	a
...	3	3	...	6	40,000	...	.....	...	.....	2	3	...	.....	1	1,000	3	7,000	...	.....	2	50,000	20	3,000	Roy W. Williams	...	12
...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	J. M. Carpenter	...	13
...	17	...	...	17	447,928	...	.....	...	.....	...	4	...	.....	...	.....	1	39,753	...	.....	2	67,471	39	.....	Roy U. Lane	...	14
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	A. C. Jensen	...	1
...	1	...	...	1	[3]3,150	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Henrietta Stewart	...	a
...	1	...	...	1	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Louise Perozzi	...	2
...	1	...	...	1	[3]13,500	1	6,000	...	.....	3	3	...	.....	...	.....	...	.....	1	6,000	...	.....	5	2,000	G. W. Ager	...	3
...	2	...	...	2	[3]7,800	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	H. W. Adams	...	4
...	5	...	...	5	76,515	...	.....	...	.....	5	...	1	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Frances E. Baker	...	5
...	...	...	...	...	.....	...	.....	...	.....	...	...	1	.....	...	.....	...	.....	...	.....	...	.....	2	.....	C. R. Duer	...	6
...	1	...	...	1	.....	...	.....	...	.....	...	1	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. J. H. Crenshaw	...	7
...	6	...	...	6	.....	...	.....	...	.....	3	3	...	.....	1	.....	1	.....	...	.....	...	.....	5	.....	F. W. Scheffel	...	8
...	1	...	...	1	[3]1,440	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Roy W. Glass	...	9
...	3	...	...	3	[3]10,230	1	1,000	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	Mrs. E. B. Aldrich	...	10
...	24	...	...	24	[3]697,371	4	62,390	...	.....	2	13	...	.....	1	35,462	2	267,301	...	.....	7	665,181	59	.....	Katharine E. Funk	...	11
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	3	75,000	...	.....	...	.....	Robert Krohn	...	a
...	3	...	...	3	[3]25,000	...	.....	...	.....	1	3	1	.....	...	.....	...	.....	1	.....	...	.....	1	.....	C. A. Kells	...	12
...	...	...	...	...	.....	...	.....	...	.....	1	1	1	.....	...	.....	...	.....	...	.....	...	.....	1	.....	Judd S. Fish	...	13
...	...	...	...	...	.....	8	.....	...	.....	8	5	1	100,000	...	.....	2	83,700	...	.....	2	231,793	13	13,800	Paul B. Riis	...	1
...	22	...	...	22	541,300	...	.....	...	.....	4	12	3	.....	1	.....	...	.....	...	.....	2	.....	2	.....	Irene Welty and Ralph Wetherhold	...	2
...	14	...	7	21	199,373	1	12,000	...	.....	1	7	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	W. T. Reed	...	3
...	3	...	...	3	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	Mrs. Laura F. Sairs	...	4
...	1	...	...	1	.....	...	.....	...	.....	...	1	1	.....	...	.....	...	.....	...	.....	1	.....	...	.....	John W. Hunger	...	5
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	16,000	...	.....	Joseph N. Arthur	...	6
...	3	...	...	3	[3]25,000	...	.....	...	.....	1	...	...	.....	...	.....	...	.....	...	.....	...	.....	2	.....	James L. Wasson	...	7
...	14	...	...	14	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	...	.....	...	.....	W. H. Weiss	...	8
...	1	...	...	1	6,964	...	.....	1	130,789	...	3	...	.....	...	.....	...	.....	1	197	...	.....	...	.....	C. R. Lindquist	...	a
...	1	...	...	1	25,000	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	14,000	...	.....	Robert E. Borland	...	9
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	.....	...	.....	...	.....	...	.....	1	.....	...	.....	Henry K. Grim	...	10

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Penna.—Cont.														
11	Bristol	11,799	Travel Club	....	4	....	....	....	....	....	420.00	....	420.00	470.00	P
12	Carbondale	20,061	Community Service	1	6	....	....	....	1,400.00	100.00	1,400.00	100.00	1,500.00	3,000.00	M
13	Carlisle	12,596	Board of Education	3	2	....	....	....	....	74.83	400.00	....	400.00	474.83	M
14	Chester	59,164	Recreation Board	....	20	....	....	....	....	....	2,353.75	....	2,353.75	2,353.75	M
15	Clairton	15,291	City of Clairton	2	....	....	....	....	....	....	....	....	....	8,120.52	M
16	Clearfield	9,221	Y. M. C. A.	2	5	....	....	....	150.00	503.00	900.00	....	900.00	1,553.00	P
17	Coatesville	14,582	Department of Parks	7	6	1	....	5	....	500.00	2,862.00	2,200.00	5,062.00	5,562.00	M
18	Conshohocken	10,815	Community Center	4	2	1	20	76	....	1,772.27	4,930.00	498.00	5,428.00	7,200.27	M&P
19	Crafton	7,004	School District	1	2	....	....	....	....	50.00	650.00	100.00	750.00	800.00	M
20	Donora	13,905	Board of Education	1	....	....	....	....	....	35.00	300.00	....	300.00	335.00	M
21	Duquesne	21,396	Carnegie Steel Company	1	2	....	....	....	....	....	....	....	....	....	P
22	Easton	34,468	School District	3	5	....	....	....	400.00	200.00	1,080.00	....	1,080.00	1,680.00	M
23	East Stroudsburg	6,099	Playground Association	1	1	....	2	1	....	41.00	495.00	45.00	540.00	581.00	M&P
24	Edensburg	1,037	Kiwanis Club	....	1	....	....	....	....	....	164.00	102.80	266.80	266.80	M&P
25	Ellwood City	12,323	Playground Commission	5	5	....	....	....	....	392.81	1,540.00	....	1,540.00	1,932.81	M&P
			Public Schools	23	9	....	....	....	....	....	....	....	....	11,805.78	M
26	Erie	115,967	Department of Parks and Public Property	....	....	....	....	....	....	2,000.00	....	5,000.00	5,000.00	7,000.00	M
			Water Department	....	....	....	....	....	....	....	....	....	....	2,813.16	M
27	Etna	7,493	Carnegie Steel Company	3	....	....	....	....	....	....	....	....	....	....	P
28	Greensburg	16,508	Playground Association	9	8	....	....	....	600.00	900.00	2,000.00	400.00	2,400.00	3,900.00	M&P
29	Greenville	8,628	Playground Association and Thiel College	2	3	....	....	....	400.00	....	....	....	....	1,400.00	P
30	Grove City	6,156	Women's Civic Club	1	3	....	....	....	....	....	340.00	....	340.00	340.00	M
			Bureau of Parks	14	19	....	....	....	....	....	9,152.07	....	9,152.07	15,590.21	M
31	Harrisburg	80,339	Public Schools	6	4	....	16	3	....	250.00	1,870.00	1,560.00	3,430.00	3,680.00	M
32	Haverford	21,362	Community Center	1	5	1	8	12	....	1,417.35	3,530.95	....	3,530.95	4,948.30	M&P
33	Hazleton	36,765	Recreation Commission	1	15	....	....	....	....	303.96	2,012.50	....	2,012.50	2,316.46	M
34	Honesdale	5,490	School Board	....	2	....	....	....	....	....	200.00	....	200.00	200.00	M
35	Huntingdon	7,558	Municipal Playground Association	2	2	....	....	....	....	700.00	880.00	....	880.00	1,580.00	M
36	Jeannette	15,126	Playground Association	4	3	....	....	....	500.00	150.00	1,000.00	150.00	1,150.00	1,800.00	M
37	Lancaster	59,949	Recreation and Playground Association	25	27	2	15	25	....	6,275.00	7,500.00	....	7,500.00	13,775.00	M&P
			Progressive Playgrounds Association	1	1	....	....	....	....	338.68	477.00	125.00	602.00	940.68	M&P
38	Lebanon	25,561	Southeastern Playground Association	1	1	....	....	....	245.00	316.79	504.28	64.10	568.38	1,130.17	M&P
39	Lock Haven	9,668	Playground Association, Civic Club	....	4	....	....	....	....	260.51	430.00	....	430.00	690.51	M
40	Mauch Chunk and E. Mauch Chunk	6,945	Women's Interborough Club and Mauch Chunk Park Association	3	....	....	....	....	....	....	350.00	....	350.00	350.00	P
41	Meadville	16,698	Recreation Commission	2	3	1	....	....	400.00	586.00	2,811.00	203.00	3,014.00	4,000.00	M&P
42	Mechanicsburg	5,647	Memorial Park Commission	1	1	....	....	....	900.60	153.61	808.00	1,062.48	1,870.48	2,924.69	M&P
43	Middletown	6,085	Board of Education and Borough Council	2	2	....	1	1	....	....	380.00	100.00	480.00	480.00	M
44	Milton	8,552	Board of Education	1	....	....	....	....	....	50.00	200.00	....	200.00	250.00	M
45	Monessen	20,268	City Council, School Board and Chamber of Commerce	3	11	....	....	....	350.00	225.00	2,213.00	....	2,213.00	2,788.00	P
46	Monongahela	8,675	Recreation Commission	2	1	....	....	....	5,465.03	164.10	750.00	1,590.00	2,340.00	7,969.13	M
47	Nanticoke	26,043	School Board	1	1	....	....	....	....	15.20	450.00	....	450.00	465.20	M
48	New Castle	48,674	Department of Parks and Recreation Board	1	9	....	....	....	....	....	1,850.00	....	1,850.00	15,771.21	M
			Carnegie Steel Company	1	2	....	....	....	....	....	....	....	....	....	P
49	New Kensington	16,762	School District	2	2	....	....	....	....	200.00	500.00	300.00	800.00	1,000.00	M
50	Oakmont	6,027	Women's Club	....	1	....	....	....	....	200.00	187.00	....	187.00	387.00	P
51	Palmerton	7,678	Sociological Department, New Jersey Zinc Company	3	3	2	....	....	....	....	....	....	....	....	P
			Bureau of Recreation, Department of Public Welfare	198	179	154	....	1	201,798.66	50,189.51	244,943.28	208,597.41	453,540.69	705,528.86	M
			Board of Public Education	68	179	3	....	75	456.94	5,832.74	69,082.37	7,109.93	76,192.30	82,481.98	M
52	Philadelphia	1,950,961	Playgrounds Association	16	12	3	....	....	....	8,421.50	17,601.60	4,051.99	21,653.59	30,075.09	P
			Smith Memorial Playgrounds	10	15	19	....	....	....	19,139.95	32,268.99	9,369.03	41,638.02	60,777.97	P
			Lillie G. Newton Foundation	3	4	....	....	....	....	821.13	6,202.21	378.03	6,580.24	7,401.37	P
			Children's Playhouse, Fairmount Park	8	4	3	....	....	....	6,581.92	5,504.50	4,758.50	10,263.00	16,844.92	P
53	Phoenixville	12,029	Recreation Commission	7	7	1	....	....	....	1,786.10	3,918.75	342.29	4,261.04	6,047.14	M
			Division of Recreation, Department of Public Works	122	96	36	....	....	173,337.95	54,102.20	114,731.55	76,875.20	191,606.75	419,046.90	M&P
			Bureau of Parks, Department of Public Works	....	....	....	....	....	....	....	....	....	....	80,716.00	M
54	Pittsburgh	669,817	Playground and Vacation School Association of Allegheny, Inc.	47	144	6	2	55	....	10,000.00	28,700.75	....	28,700.75	38,700.75	M&P
			Public Schools	[59]9	[59]9	....	....	....	....	....	....	....	....	....	M
			Bureau of Police, Department of Public Safety	....	....	....	....	....	....	1,500.00	....	....	6,345.00	7,845.00	M
			Soho Public Baths	3	2	3	1	1	....	542.41	2,880.00	75.00	2,955.00	3,497.41	M
55	Pottstown	19,430	Vocation Department, Public Schools	....	2	....	....	....	....	....	210.00	....	210.00	210.00	M
56	Pottsville	24,300	Playground Committee	1	....	....	....	....	....	64.64	155.00	....	155.00	219.64	P
57	Punxsutawney	9,266	Board of Education	3	1	....	....	....	....	1,284.57	....	....	972.10	2,256.67	M
58	Reading	111,171	Department of Public Playgrounds and Recreation	67	44	7	31	82	62,763.02	6,520.40	23,313.03	9,009.53	32,322.56	[60]101,605.98	M
59	Rochester	7,726	Board of Education	2	1	....	....	....	....	....	....	....	....	1,200.00	M
60	St. Marys	7,433	Boys' Club of St. Marys, Inc.	3	1	....	....	....	....	72.53	1,332.82	....	1,332.82	1,405.35	P
61	Schuylkill Haven	6,514	Playground Committee	....	2	....	....	....	....	30.33	275.00	....	275.00	305.33	P
62	Scranton	143,433	Bureau of Recreation, Department of Public Works	41	31	11	....	....	14,900.00	12,900.00	22,750.00	26,365.61	49,115.61	76,915.61	M&P

RECREATION STATISTICS FOR 1931

Table

No. of City	Playgrounds Under Leadership				[1]	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas
	Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance*	Number	Total Yearly or Seasonal Attendance**	Number	Total Yearly or Seasonal Attendance**			Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation		
		2			2	14,640					2	2													Jane W. Rogers	11
		6			6	75,000					1														H. M. Bender	12
		2			2	7,200																			J. W. Potter	13
		13			13	50,000																			Walter H. Craig	14
																					1	94,682			S. J. Sherry	15
		4			4	78,201			1		1	4							1						W. H. Kent	16
1		3			4	134,257			2		3	8	1								1		13		Chester Ash	17
		2			2	24,508	1	56,540			1	2											3	6,300	Ian Forbes	18
		1			1	16,544					1	1											6		M. B. Wenrich	19
		1			1	18,750																			R. W. Dimmick	20
		1			1	48,918					1														A. R. Mathieson	21
		6			6	50,000						2									2	10,000	6	1,000	W. A. Siemons	22
		1			1	28,800					1	1	1										2	100	Walter H. Bronner	23
		1			1	3,600																			Howard J. Baumgartel	24
		4			4	19,451					2	2									1				Helen M. Wilson	25
		9			9	107,591			11	96,152	4	8							3				12		D. G. Evans	26
											1	3			1		1						10		Edward J. Allen	a
												1	1	90,000							1	9,000			D. G. Evans	b
		1			1	21,452																			A. R. Mathieson	27
		7			7	82,642					1								1	11,605					A. W. Leeking	28
		2			2				1		4	4							1				4		J. B. Stoeber	29
		2			2		1				1														H. M. B. Lehn	30
		17			17	233,961					1	1	1	348,251	1								22		V. Grant Forrer	31
									7	20,692															C. E. Zorger	a
		1			1	[1]12,243	1	26,674			1	2											3		Anne L. Flanders	32
		9			9	[1]75,000					6	2													H. V. McGeehan	33
				2	2				2		2	2	1								1		1		J. J. Koehler	34
		2			2	37,500					2	1	1										5		E. R. Barclay	35
		5			5	72,000						5													James L. Lindsey	36
		19			19	320,500			3	11,000	2	1											36		Grant D. Brandon	37
		1			1	35,000	1					1											1		E. F. Frank	38
		1			1	21,228						1											2	820	Paul E. Kuhlman	a
		4			4	30,410						2											4		Mrs. W. T. Betts	39
		2			2																		1		Mrs. L. L. Rauch	40
		4			4	[1]22,747			6	20,000	1												4		Mrs. E. A. Walton	41
		1			1	28,876					2	2											2		D. R. Jacobson	42
		4			4				1		2	1											5		R. N. Mathias	43
		1			1						1	2													Carl L. Millward	44
		8			8	[1]127,123					2	1							1						H. W. Day	45
		3			3						2	1											8	5,000	Mrs. Carl E. Gibson and Blair McMillan	46
		1			1	9,880																			A. P. Diffendafer	47
		7			7	100,000					7	12	1	3,000			1	31,689					8	10,000	L. G. Genkinger	48
		1			1	82,224																	1		A. R. Mathieson	a
		2			2	7,000					1										1	1,500			Elizabeth Morgan	49
		1			1	3,000					1														Cora H. McLaughlin	50
		2			2	65,000	1	70,000	1	12,000	1	1	1		1						1		2		B. Margaret Tennant	51
38	2	5	1	46	[28] 7,722,542	20					34	31	1	100,000							39	3,590,735	24	1,500	Gertrude MacDougall	52
	93	60	1	154					11	108,000		2									6				Grover W. Mueller	a
	3			3	[1]62,471				1	1,409															C. H. English	b
3				3			3	[57]356,908																	Mrs. P. H. Valentine	c
		1		1					1	[57]57,144															Mrs. P. H. Valentine	d
1				1			1	103,584			1														H. M. Shipe	e
	7			7	37,337		[58]		1	1,860	1	3									1	1,727	3	625	Roy D. Holden	53
6	60		12	78	2,594,026	7	1,105,288	10			33	38							1		14		4		W. C. Batchelor	54
											3	12			1						1		30		James Moore	a
13	31			44		3		41													4				Mrs. John Cowley	b
	6			6	[1]91,587			39	669,024										20						Ben G. Graham	c
													15	542,077											W. C. Batchelor	d
1				1	18,829			1	16,117										1	13,510					Nelle B. Coyne and Mrs. C. W. Houston	e
	2			2	[1]5,400																				W. O. Cressman	55
	1			1	14,156						1	3									1		2		John F. Murray	56
	1			1	25,125						1	1									1	30,411	1	450	F. S. Jackson	57
	23			23	[1]338,554	1	30,819	7	19,210	1	16										1		27		Thomas W. Lantz	58
	1			1	31,600																				Denton M. Albright	59
	2			2	22,802																				Henry J. Brock	60
	2			2							2														Harry L. Bubeck	61
2	17			19	[1]168,282	3	443,025	4	16,706	1	24								1	38,770	3	443,771	4	26,345	Robert B. Dixon	62

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Penna.—Cont.														
63	Sharon	25,908	Board of Trustees, Buhl Park												P
64	Souderton	3,857	Playground Association	6	1		9	8	300.00	1,300.00	800.00	600.00	1,400.00	3,000.00	P
65	Steelton	13,291	Parks and Playgrounds Commission	4	5					226.06	1,058.00		1,058.00	1,284.06	M&P
66	Stroudsburg	5,961	Playground Association	1	1					207.48	375.50		375.50	582.98	M&P
67	Sunbury	15,626	Trustee of Oppenheimer Pleasure Ground	4	4				1,051.83	603.25	2,690.00		2,690.00	4,345.08	P
			Parent Teacher Association		4						448.00	52.00	500.00	500.00	P
68	Washington	24,545	Recreation Board		16				640.00		1,960.00	300.00	2,260.00	2,900.00	M
69	West Chester	12,325	Board of Education	4	2				200.00	200.00			1,000.00	1,400.00	M
			Recreation Council, Civic Association	4	1		3		611.00	1,023.89	515.00	725.00	1,240.00	2,874.89	P
70	West Reading	4,908	Recreation Board	3	2				1,200.00	7,000.00	1,000.00	2,000.00	3,000.00	11,200.00	M
71	Wilkes-Barre and Wyoming Valley	250,000	Playground and Recreation Association of Wyoming Valley[61]	36	48	3	48	56	3,000.00	12,000.00	26,000.00		26,000.00	41,000.00	M&P
72	Wilkinsburg	29,639	Playground and Park Association	2	11					970.00	2,100.00	335.00	2,435.00	3,405.00	M
73	Williamsport	45,729	Department of Parks and Public Property	1	22				1,869.68	1,722.07	2,545.14	142.16	2,687.30	6,279.05	M
74	Wyomissing	3,111	Playground Association	2	1				219.82	821.06	626.04	654.08	1,280.12	2,321.00	M
75	York	55,254	Department of Recreation	22	26	2	87	325	50.00	2,591.26	6,179.19		6,179.19	8,820.45	M
76	Youngsville	1,907	Board of Education					1						400.00	M
	Rhode Island														
1	Barrington	5,162	Maple Avenue Community House, Inc.		2	2		8		575.11	2,035.37		2,035.37	2,610.48	P
2	Cranston	42,911	Board of Recreation	5	1					2,500.00	1,550.00		1,550.00	4,050.00	M
3	East Providence	29,995	Board of Recreation	10	8					2,500.00	3,500.00		3,500.00	6,000.00	M
4	Newport	27,612	Board of Recreation Commissioners	6	9	3			3,587.00	2,708.99	3,310.70	4,728.31	8,039.01	14,335.00	M&P
5	Pawtucket	77,149	City Council Committee on Playgrounds	26	18				3,618.08	3,433.10	10,222.50		10,222.50	17,273.68	M
6	Peace Dale	5,000	Neighborhood Guild	2	6	2				3,451.62	5,412.36	246.00	5,658.36	9,109.98	M&P
7	Providence	252,981	Board of Recreation	50	75	18			21,622.47	12,247.87	30,212.65		30,212.65	64,082.99	M
8	Sayles ville	1,350	Sayles Finishing Plants, Inc	1				2		120.00	380.00		380.00	500.00	P
9	Warren	7,974	Park Commissioners	1	1					831.70			1,837.42	2,669.12	M
10	Westerly	10,997	Public Schools	2	1					85.30	556.25		556.25	641.55	M
11	Woonsocket	49,376	Recreation Division, Department of Public Works	6	9	1			184.19	1,260.25	4,401.50	2,459.00	6,860.50	8,304.94	M
	South Carolina														
1	Aiken	6,033	City of Aiken and Civic Clubs		1		1				300.00		300.00	300.00	M&P
2	Charleston	62,265	Board of Parks and Playgrounds	9	10	11	8	8		3,515.09	7,730.49	1,503.12	9,233.61	12,748.70	M
3	Columbia	51,581	Playground Department	3	13	12	20	25						19,000.00	M&P
4	Florence	14,774	Park and Playground Commission	3	2		1		4,811.25	1,085.00	850.00	590.00	1,440.00	7,336.25	M
5	Greenville	29,154	Phyllis Wheatley Center[15]	2	3	4				560.00	4,440.00	75.00	4,515.00	5,075.00	P
6	Orangeburg	8,776	Playground Commission		6	1			104.93	1,017.67	2,663.25		2,663.25	3,785.85	M
7	Spartanburg	28,723	Park Department		4			3		4,000.00	2,400.00	6,600.00	9,000.00	13,000.00	M
8	Sumter	11,780	Playground Section, Trees and Parks Department		2			1	600.00	300.00	600.00	200.00	800.00	1,700.00	M
	South Dakota														
1	Canton	2,270	Chamber of Commerce	2	1				1,500.00	500.00	400.00		400.00	2,400.00	M&P
2	Dell Rapids	1,657	Park Board	1					160.47	650.00	250.00		250.00	1,060.47	M
3	Mitchell	10,942	Park Board	4	2				2,500.00	750.00	1,500.00	2,700.00	4,200.00	7,450.00	M
4	Parker	1,229	Kiwanis Club, American Legion and City	1			1	3		100.00			300.00	400.00	M&P
5	Pierre	3,659	City of Pierre	2							1,500.00	1,500.00	3,000.00	3,000.00	M
6	Watertown	10,214	Park Board	2						945.73	87.00	1,869.00	1,956.00	2,901.73	M
7	Yankton	6,072	Public Schools and City	1											M
	Tennessee														
1	Harriman	5,500	Board of Education, Scouts, and Rotary Club												M&P
2	Knoxville	105,802	Bureau of Recreation, Department of Public Welfare	13	11	5			26,100.00	9,310.00	13,220.00	7,870.00	21,090.00	56,500.00	M
3	Memphis	253,143	Recreation Department, Park Commission	33	60	26			12,012.11	15,387.09			65,999.27	93,398.47	M
4	Nashville	153,866	Board of Park Commissioners	20	28	12			23,799.17	30,276.10	20,489.70	15,000.00	35,489.70	89,564.97	M
5	Paris	8,164	Community Service Club	3	5				120.00	18.00	1,662.00		1,662.00	1,800.00	P
6	Pulaski	3,367	Park Commission				1	1						250.00	M
	Texas														
1	Amarillo	43,132	Park Board		1						300.00		300.00	2,700.00	M
2	Austin	53,120	Recreation Department	18	14	7	2	9	110,470.27	6,066.89	12,951.27	2,580.00	15,531.27	132,068.43	M
3	Beaumont	57,732	Department of Parks and Playgrounds		6				8,263.00		1,020.00		1,020.00	18,306.53	M
			Graham Congregational Church[15]		3		1	1	310.00	153.91	600.00	600.00	1,200.00	1,663.91	P
4	Bryan	7,814	City Park Board				4	6						1,149.12	M&P
5	Corpus Christi	27,741	Park Department												M
6	Dallas	260,475	Park Board	44	100	29	10	50	172,639.11	90,803.00			45,776.10	309,218.21	M
7	El Paso	102,421	Community Center	2	2	4	50	50	7,200.00	12,000.00	9,500.00	5,200.00	14,700.00	33,900.00	M&P
8	Fort Worth	163,447	Public Recreation Board	57	27	12			13,421.86	27,449.91	21,582.50	24,066.18	45,648.68	86,520.45	M
9	Galveston	52,938	Department of Streets and Public Property		3	3			3,500.00	1,000.00	3,240.00	16,762.00	20,002.00	24,502.00	M
10	Graham	4,981	Boys' Work Committee	1			9							4,000.00	P
11	Highland Park	8,422	Park Department	3							1,295.71		1,295.71	3,309.68	M
12	Houston	292,352	Recreation Department	24	46	9				17,809.69	35,864.45	3,780.00	39,644.45	57,454.14	M&P
			Park Department												M

RECREATION STATISTICS FOR 1931

table

Playgrounds Under Leadership					Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas in City
Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance *	Number	Total Yearly or Seasonal Attendance **	Number	Total Yearly or Seasonal Attendance **			Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation		
										1	1	1		1								10		George Rettig	63
	1			1						1	1									1	5,000	4	750	Floyd G. Frederick	64
	6			6	42,000					1	1											2		H. R. Rupp	65
	1			1	14,085					1	3											2		A. F. Everitt	66
	1			1	26,000					1	1											1		W. H. Foltz	67
	4			4	8,190																			Mrs. R. Plumacher	a
	8			8	[1]76,080																			Elizabeth C. Day	68
	3			3	18,500					1	2											4		Walter L. Philips	69
											2									1	36,000	3	1,200	W. O. Lamson, Jr.	a
	2			2	110,000					2	2	1								1	22,570	5		John H. Shaner	70
	45			45	774,000					8	17			1	9,000							24		Arthur H. Miller	71
	5			5	[1]33,750						2													Mrs. A. M. Merrifield	72
	14			14	199,276						5	1		1								1		George R. Fleming	73
	2			2	4,000					1														Allen W. Rank	74
	9			9	140,400	1	800	13	18,265	2	15							1	1,500			16		Ruth E. Swezey	75
	2	1		3	5,000					1	1											2		R. R. Merrill	76
	1			1	3,400	1																		Mrs. C. E. Blake	1
	5		1	6						1	2													Harry L. Schofield	2
	8			8	24,300					3	4	1												George W. Bourne	3
	3		3	6	27,164	2	23,613	1	12,091	4	7	3										8		Arthur Leland	4
3	8			11	369,641					1	4											4		John H. Worthington	5
1	3			4	6,744			1	16,000	1	1									1	2,070	2		Emma H. Howe	6
7	12		13	32				2		26	26					1		3		8		27		Joseph J. McCaffrey	7
	1			1	6,875																	3		M. L. Gallup	8
	1		1	2						1	1	1										2		Charles W. Greene	9
	2			2						2	2													W. H. Bacon	10
	7			7	[1]153,090			3	16,420	1	2									3		4		Louise E. Hodder	11
	1	1		2																1				C. Lee Gowan	1
5	1			6	1,080,390					1	4							1				8		Corrinne V. Jones	2
10	3			13		5																		Adele J. Minahan	3
	1			1	3,600															1	14,959	3		B. S. Meeks	4
1	1	7		9	23,914	1	79,297																	Hattie Duckett	5
1	4			5							5	1										4		Mrs. Charles S. Henerey	6
5				5						1	2	1								1		8		Pauline F. Witherspoon	7
			1	1	13,260																	3	200	Mrs. Julia Lester Dillon	8
	1			1						1	1	1						2						A. N. Bragstad	1
										1	1	1										5		F. M. Enright	2
	3			3	[1]4,149			6		1	4	1		1								5		W. E. Webb	3
	1			1						1	1									1		1		L. L. Long	4
											1									1				J. E. Hipple	5
												1			1							4		Mary Andrew	6
	1			1						3	3			1						1		3		Oscar F. Gennrich	7
										2	2	2										2		John R. Davis	1
1	1		17	19	453,210	2		8		2	8	1				1				1		8		Fred F. Parkhurst	2
18	6			24	1,505,058	4		42		3	6			2	216,179	1	76,198			2	129,812	38	157,111	Minnie M. Wagner	3
8	8			16		10				7	14			2		1				10		34		Ewell Costello	4
	1			1				1		2	3											4		Mary Will Dorteh	5
										1	1									2		3		Lape D. McCord	6
	1			1	5,000	2				1	1					1				1		8		T. M. Robinson	1
1	6		2	9	257,981	3				3	6									4		11		James A. Garrison	2
	6			6	22,257						2			1	17,174					3	82,713	14	30,368	Frank L. Bertschler	3
1				1	48,804			1														1		Mrs. I. L. Graham	a
2				2	7,500					1	1													R. G. Williams	4
										1	1	1										2		Theo. Koester	5
24	27	2	3	56	5,981,587	4	1,143,421			2	30	2	243,836	2	23,636	2	47,039			25	306,610	77	93,861	W. F. Jacoby	6
						1	130,000											1	40,000			1	2,000	J. R. Taylor	7
1	6		10	17	651,814	2	235,000	4	64,802	2	22					2	137,046			4	117,411	36	125,000	R. D. Evans	8
3				3		3					6									1		7		George H. Spencer	9
	2			2						1	1									1		2		H. Crump	10
																				1		4		R. B. Thomas	11
			13	13	411,624	2		10	27,268	1	24									1	10,600	29	52,200	Corinne Fonde	12
																1	63,249							C. L. Brock	a

Footnotes follow

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†	No. of City
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages: For Leadership	Salaries and Wages: Other Services	Salaries and Wages: Total	Total	
	Texas—Cont.														
13	La Grange	2,354	Lions Club				5			25.00				25.00	P
14	Laredo	32,618	Rotary Club	1			7	2		940.00	1,000.00	500.00	1,500.00	2,440.00	P
15	Lubbock	20,520	Park Department				4	1							M
16	Luling	5,970	Park Commission	1											M
17	Marlin	5,338	City of Marlin	2	1		4	1							M
18	Orange	7,913	Lutch Starks Boys, Inc.	1		1									P
19	Plainview	8,834	Playground Association				3	5	7,500.00	500.00		1,500.00	1,500.00	9,500.00	M
20	Port Arthur	50,902	Park Department		2									20,000.00	M
21	Ranger	6,208	Lions Club	1	1		22								P
22	San Antonio	231,542	City Recreation Department	11	19	20			84,994.57	5,645.66	21,260.12	14,731.95	35,992.07	126,632.30	M
23	Sweetwater	10,848	City of Sweetwater	2	2					200.00	900.00	100.00	1,000.00	1,200.00	M
24	Texarkana	27,366	Playground and Recreational Association	2	7			287		50.81	476.00	216.09	692.09	742.90	P
25	Waco	52,848	Recreation Commission	5	6	2	3	2	150.00	3,982.01	7,270.00	225.00	7,495.00	11,627.01	M
26	Wichita Falls	43,690	Park Department	6	5						5,762.50		5,762.50	17,249.50	M
27	Winnsboro	1,905	City of Winnsboro	1	2		1							1,000.00	M
	Utah														
1	Bingham Canyon	3,248	Jordan School District	1						100.00	495.00		495.00	595.00	M
2	Ogden	40,272	City Recreation Commission	2	4		2	4	33,600.00	300.00	1,700.00	65.00	1,765.00	35,665.00	M
3	Provo	14,766	City Recreation Department	1	5		1	2						4,197.47	M
4	Salt Lake City	140,267	Recreation Department	25	30		3	12	13,606.63		15,188.23		15,188.23	[63]90,237.43	M
5	Tooele	5,135	City of Tooele											900.00	M
	Vermont														
1	Barre	11,307	Recreational Bureau	1	1				5,000.00	400.00	600.00	1,000.00	1,600.00	7,000.00	M
2	Bennington	7,390	Welfare Association	1	1						400.00		400.00	400.00	P
3	Proctor	2,515	Village Improvement Council	2					767.62	237.33	580.00		580.00	1,584.95	P
4	Putney	800	Community Center, Inc.	2	1	1				1,050.00	1,300.00	650.00	1,950.00	3,000.00	P
5	Randolph	1,957	Bethany Congregational Church	2			6	6		225.00	500.00		500.00	725.00	P
			American Red Cross	2	1				81.95	83.08	633.48	11.50	644.98	810.01	P
6	Rutland	17,315	Department of Recreation	6	4						1,964.00	944.10	2,908.10	2,908.10	M
	Virginia														
1	Fredericksburg	6,819	Kiwanis Club	1							450.00	100.00	550.00	550.00	P
2	Lynchburg	40,661	Department of Recreation and Playgrounds	19	23	20	2	6	3,300.00	1,825.00	13,724.00	4,031.00	17,755.00	22,880.00	M
3	Newport News	34,417	City of Newport News	4	4					1,415.00	1,500.00	25.00	1,525.00	2,940.00	M
4	Norfolk	129,710	Bureau of Playgrounds and Recreation, Department of Public Welfare	2	19				1,805.03	4,966.60	3,790.00	15,902.99	19,692.99	26,464.62	M
5	Petersburg	28,564	City of Petersburg												M
6	Richmond	182,929	Bureau of Parks and Recreation	6	30				6,000.00	8,000.00	21,000.00		21,000.00	35,000.00	M
			Community Recreation Association[64]		2	2								7,200.00	P
			Playground and Recreation Association[15]	3	6	1	1	4		3,169.00	2,550.00	556.00	3,106.00	6,275.00	P
7	Roanoke	69,206	Department of Recreation and Playground	11	11	1			1,050.00	1,875.00	4,770.00	2,040.00	6,810.00	9,735.00	M
	Washington														
1	Aberdeen	21,723	Park Board	2	2	1				495.24	937.26	453.30	1,390.56	1,885.80	M
2	Bellingham	30,823	Park Board and Y. M. C. A.	4	2		1			350.00	1,050.00		1,050.00	1,400.00	M
3	Bremerton	10,170	City of Bremerton		1				2,375.00	885.70	260.00	2,386.75	2,646.75	5,907.45	M
4	Dayton	2,528	Park Committee							200.00		800.00	800.00	1,000.00	M
5	Everett	30,567	Park Department	1											M
6	Prosser	1,569	Park Board					3		400.00		1,200.00	1,200.00	1,600.00	M
7	Pullman	3,322	Kiwanis Committee	1	1				191.00	33.33	540.00		540.00	764.33	M&P
8	Seattle	365,583	Park Department	34	33	17	10		154,188.02		141,046.78		141,046.78	492,627.30	M
9	Spokane	115,514	Board of Park Commissioners	44	13	1			20,396.80	11,885.00	14,900.00	33,316.00	48,216.00	80,497.80	M
10	Tacoma	106,817	Recreation Department, Metropolitan Park District	24	17	3			2,000.00	3,000.00	12,000.00	11,604.52	23,604.52	28,604.52	M
11	Walla Walla	15,976	Park and Civic Arts Club		4				100.00	150.00	405.00		405.00	655.00	M&P
12	Yakima	22,101	Playground Department, City Park Board	1			25	40			435.00		435.00	435.00	M
	West Virginia														
1	Charleston	60,408	Recreation Board	9	12		4	3	720.00	1,314.18	5,108.99	555.28	5,664.27	7,698.45	M
2	Clarksburg	28,866	City of Clarksburg	15	13					3,469.25	4,462.26	2,953.30	7,415.56	10,884.81	M
			Board of Education	2	1						300.00		300.00	300.00	M
3	Huntington	75,572	Lions Club	1	1					668.36	450.00		450.00	1,118.36	P
4	Martinsburg	14,857	Hooge Street Good Neighbors		1					50.00	70.00		70.00	120.00	
			High Street Parent Teacher League		1						80.00	13.00	93.00	93.00	
			Winchester Avenue Parent Teacher League		1						60.00		60.00	60.00	
5	Morgantown	16,186	Department of Recreation, Independent School District	12	18	2	15	15	822.71	401.34	5,589.84	150.28	5,740.12	6,964.17	M
6	Moundsville	14,411	Community Playground Association	1							540.00		540.00	540.00	M
7	Parkersburg	29,623	Board of Recreation	28	17	2	6	5	391.09	1,507.34	8,420.98		8,420.98	10,319.41	M
8	St. Marys	2,182	Kiwanis Recreation Company, Inc.				1			800.00		600.00	600.00	1,400.00	P
9	Wheeling	61,659	Playground and Recreation Department	34	49	3	1	2	3,015.00	4,693.21	14,143.21	5,815.80	19,959.01	27,667.22	M
			Park Commission	4		1			9,000.00	2,000.00	2,600.00	9,200.00	11,800.00	22,800.00	M
			Oglebay Institute[65]	6	7	4	53	80		3,000.00	18,800.00	5,200.00	24,000.00	27,000.00	SM&I
	Wisconsin														
1	Appleton	25,267	City of Appleton	6	5		2	2		400.00	2,400.00		2,400.00	2,800.00	M
2	Beloit	23,611	City of Beloit	9	8	1			11,215.30	7,718.66	5,245.88	9,932.59	15,178.47	34,112.43	M

RECREATION STATISTICS FOR 1931

Table

No. of Cities	Playgrounds Under Leadership: Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Recreation Buildings: Number	Total Yearly or Seasonal Attendance ••	Indoor Community Centers: Number	Total Yearly or Seasonal Attendance ••	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches: Number	Total Yearly or Seasonal Participation	Golf Courses 9-Hole: Number	Total Yearly or Seasonal Participation	Golf Courses 18-Hole: Number	Total Yearly or Seasonal Participation	Swimming Pool Indoor: Number	Total Yearly or Seasonal Participation	Swimming Pool Outdoor: Number	Total Yearly or Seasonal Participation	Tennis Courts: Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
1		1			1																				W. W. Few		13
1	2				2	4,500					1												6		Edward L. Roberson		14
1		1			1																1	16,000			C. D. McGehee		15
							1					2			1										H. G. Stein		16
1		2			2	15,000					6	2											8	1,000	George S. Buchanan		17
							1				1	1											3		W. E. S. Dickerson		18
1	1				1						2	1											3		W. J. Klinger		19
1		2			2						1	1									1		1		Mrs. J. L. Sheppard, Jr.		20
																					1				Wayne C. Hickey		21
2	10	14			24		9	363,383			11	16											33	89,992	Mary A. Wilson		22
2		3			3	33,000			1	800		1											3		J. C. Morris, Jr.		23
2		7			7	[6]17,187																			Ruth Bratton		24
2	3	4			7	94,089						7													R. C. Oliver		25
3	6				6		1				1	11					1				3		12		C. C. Bunnenberg		26
2				1	1		1				1	1									1		1		C. M. Cain		27
		1			1	5,418					1	4													Bailey J. Santistevan		1
		4			4	35,000					3	3					1				1		2		Edvenia Jeppson		2
		4	3		7						1	2	1		1								5		Melva Boyle		3
	1	16	6		23				7		2	20			2						8		26		Charlotte Stewart		4
												1									1				J. D. Gollaher		5
		1			1							1									1		2		L. R. Hutchinson		1
		1			1	9,000																			Dean I. Martin		2
												3									1		3		Claude I. Hunter		3
							1				1	1									1				Mrs. Esther J. Pratt		4
		1			1				1			1											1		F. Wilson Day		5
		1			1	15,600					1	1	1								1	10,000	1		Bertha R. Salisbury		a
		4			4	29,407					2										1		3		Richard F. Hayden		6
		1			1							1													R. B. Neill		1
	14				14	701,565	3	26,576	4		4	4									3		11		Mrs. R. P. Munday		2
		5	11		16						3	2	1										2		Charles E. Hoster		3
	2	14			16	487,801					2	4			1	39,000	1	25,250			1	14,320	12	10,135	Katherine Cahill		4
											1	6	1												R. C. Day		5
			20	20	20	800,000			6	19,000	4	23									1	210,000	26		P. N. Binford		6
																									Claire McCarthy		a
		2			2	11,923	1	769															1		Mrs. Alice H. Harris		b
	7				7				2			2											15		K. Mark Cowen		7
	1	2			3	37,653			4		1	4											2		Pauline M. Hoke		1
		6			6	35,000					1	1									1		12		Milton A. Orphan		2
		1			1						1	1											6		E. H. T. McGowan		3
																					2		1		Harold Rainwater		4
											4	3	1										2		A. M. Plaxton		5
	1				1																				W. C. Sommers		6
	1				1	7,652					1	1									1				J. Fred Bohler		7
7			20	27			7				21	21	10		1		2						83		Ben Evans		8
			9	9	1,177,287						1	15					1	75,000			4	423,611	51		Benjamin A. Clark		9
		9		5	14	354,915			6		9	9	2						2	6,570			16	26,500	Walter F. Hansen		10
		3			3	26,198						3									1		5		Mrs. Robert Groseclose		11
		7			7	16,000					1	6									1		6		Roy Schactler		12
		12			12	[6]138,793					1	5													H. L. Burns		1
		13		1	14	198,838			1	1,056	3	1	1	12,064									3	1,014	C. B. Sims		2
																			2	1,500					J. A. Jackson		a
		1			1																				W. B. Trosper		3
		1			1																						4
		1			1																				Mrs. E. Townsend		a
		1			1																						b
		14			14	85,641			3	4,250															Jeanne H. Barnes		5
		1			1	48,000					1	1													Louis R. Potts		6
		6	4		10	81,905			7	11,502	1	4											16		D. D. Hicks		7
																					1				W. P. Kerwood, Jr.		8
		18			18	329,674			7	10,144			6						1	11,144			2		S. A. Heatherly		9
															2	54,000					1		4	3,000	H. P. Corcoran		a
		1			1	3,702																			Betty Eckhardt		b
		6			6	90,000					10	20			1						1		12		A. C. Denny		1
		6			6	112,748						3					1	41,914	2	2,500			11	15,000	H. G. Otis		2

Footnotes foll

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†
											Salaries and Wages			
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total	Total	
	Wisconsin—Cont.													
3	Columbus	2,514	Firemen's Park Association	....	....	....	....	....	3,400.00	9,955.00	.....	375.00	375.00	13,730.00	.....
4	Fond du Lac	26,449	Board of Education	9	9	....	5	6	6,000.00	525.00	2,475.00	.....	2,475.00	9,000.00	M
5	Green Bay	37,415	Board of Park Commissioners	5	5	....	....	....	461.67	171.30	1,060.00	960.16	2,020.16	2,653.13	M
6	Janesville	21,628	City of Janesville	12	7	....	3	1	68,100.00	2,455.00	2,678.00	12,974.00	15,652.00	86,207.00	M
7	Kenosha	50,262	Department of Public Recreation, Board of Education and Park Department	61	21	1	....	....	5,371.67	7,594.54	12,368.68	11,793.41	24,162.09	37,128.30	M
8	Kenosha County	63,277	County Park Commission	....	....	....	....	....	.....	.....	.....	.....	.....	20,069.77	C
9	Kimberly	2,256	Village of Kimberly	1	1	....	....	....	.....	.....	490.00	.....	490.00	490.00	M
10	La Crosse	39,614	Board of Education	4	4	....	....	....	.....	.....	1,360.00	.....	1,360.00	1,360.00	M
11	Madison	57,899	Department of Recreation, Board of Education	18	22	1	....	....	7,428.56	3,528.62	14,498.44	.....	14,498.44	25,455.62	M
12	Menasha	9,062	Park and Recreation Board	18	3	....	....	....	.....	.....	.....	.....	.....	13,000.00	M
13	Milwaukee	578,249	Extension Department, Public Schools	530	343	15	....	....	257,650.00	45,759.00	216,872.00	91,055.00	307,927.00	611,336.00	M
			Board of Park Commissioners	1	....	....	....	....	.....	.....	.....	.....	.....	24,699.94	M
14	Milwaukee County	725,263	County Park Commission[67]	....	....	....	....	....	443,466.26	116,501.27	.....	.....	176,720.05	736,687.58	C
15	Oshkosh	40,108	Board of Education	92	21	....	....	....	1,100.00	3,338.49	6,880.75	5,310.76	12,191.51	16,630.00	M
16	Poynette	800	Clyde Sheppard Post, American Legion	....	....	....	12	....	.....	.....	.....	.....	.....	.....	.....
17	Racine	67,542	Department of Parks and Recreation	41	35	1	....	....	90,000.00	16,000.00	17,577.00	.....	17,577.00	123,577.00	M
18	Sheboygan	39,251	Department of Public Recreation	103	22	2	10	20	.....	4,640.08	10,062.68	3,913.59	13,976.27	18,616.35	M
19	Shorewood	13,479	Village of Shorewood	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
20	Stevens Point	13,623	City of Stevens Point	1	....	....	....	....	.....	.....	.....	.....	.....	550.00	M
21	Two Rivers	10,083	City Department of Recreation	10	4	2	....	....	1,500.00	12,684.00	5,202.00	5,938.00	11,140.00	25,324.00	M
22	Wabeno	2,000	School Board	1	1	....	....	....	.....	55.00	350.00	.....	350.00	405.00	M
23	Watertown	10,613	Board of Park Commissioners	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
24	Wausau	23,758	City Recreation Committee and Y. M. C. A.	1	1	....	....	....	900.00	375.00	325.00	800.00	1,125.00	2,400.00	M
25	Wauwatosa	21,194	Board of Education	3	2	....	....	....	.....	198.97	1,110.00	.....	1,110.00	1,308.97	M
26	West Allis	34,671	Department of Recreation, Board of Education and Park Board	12	8	....	....	....	1,543.37	7,859.07	7,000.00	14,319.03	21,319.03	30,721.47	M
27	Whitefish Bay	5,362	School Board	2	3	....	....	....	.....	119.00	798.00	.....	798.00	917.00	M
			Park Committee	....	....	....	....	....	32,000.00	.....	.....	.....	.....	32,000.00	M
28	Wisconsin Rapids	8,726	Board of Education and Park and Pool Board	3	1	....	....	....	.....	.....	.....	.....	.....	700.00	M
	Wyoming														
1	Riverton	1,608	Several Civic Groups	....	1	....	2	1	.....	200.00	200.00	.....	200.00	400.00	M
	Hawaii														
1	Hilo	15,000	Woman's Club and Hilo Boarding School	3	5	....	....	....	.....	200.00	1,200.00	.....	1,200.00	1,400.00	C
	CANADA														
	Alberta														
1	Calgary	83,000	Parks Department	2	7	....	....	....	.....	.....	1,260.00	.....	1,260.00	17,651.43	M
	British Columbia														
1	Vancouver	347,750	Board of Park Commissioners	14	25	6	....	....	.....	4,219.94	12,950.87	1,429.51	14,380.38	18,600.32	M
	Manitoba														
1	Winnipeg	209,286	Public Parks Board	29	31	....	....	....	1,420.00	.....	15,073.20	.....	15,073.20	80,725.89	M
	Ontario														
1	Hamilton	155,000	Playgrounds and Recreation Commission	24	42	8	....	3	14,925.32	4,505.00	15,150.00	750.00	15,900.00	35,330.32	M
2	Kapuskasing	3,500	Community Club	4	2	6	4	4	.....	24,500.00	.....	.....	12,000.00	36,500.00	P
3	Kitchener	30,000	Recreation Association	9	8	....	....	....	.....	1,000.00	3,447.00	175.00	3,622.00	4,622.00	M
4	London	67,000	Public Utilities Commission	20	23	....	....	....	8,200.00	18,705.07	9,034.38	1,400.00	10,434.38	37,339.45	M
5	Ottawa	127,332	Playgrounds Committee	18	13	....	....	....	7,567.78	13,407.05	7,654.68	21,986.20	29,640.88	50,615.71	M
6	Toronto	760,000	Parks Department	124	136	15	....	....	.....	51,465.00	102,524.00	30,128.00	132,652.00	184,117.00	M
			Board of Education	64	22	....	....	....	.....	3,600.00	9,310.00	.....	9,310.00	12,910.00	M
7	Windsor	65,565	Board of Education	18	16	....	....	5	700.00	500.00	2,477.90	7,000.00	9,477.90	10,677.90	M
	Quebec														
1	Montreal	1,200,000	Parks and Playgrounds Association	20	19	4	....	14	2,000.00	7,164.17	17,085.55	.....	17,085.55	26,249.72	M&P
			Department of Public Recreation	130	10	56	....	....	[68]250,000.00	92,499.56	111,877.66	34,310.42	146,188.08	488,687.64	M
2	Quebec	140,000	Playgrounds Committee	2	2	....	....	....	.....	2,139.49	930.70	557.45	1,488.15	3,627.64	M&P
3	Temiskaming	3,000	Athletic Association	....	....	....	20	12	800.00	1,500.00	.....	1,000.00	1,000.00	3,300.00	M&P
4	Westmount	23,500	Parks Department	1	1	....	2	....	1,345.45	.....	1,241.13	.....	1,241.13	4,574.71	M
	Saskatchewan														
1	Saskatoon	42,000	Playgrounds Association	6	4	1	....	....	1,321.83	3,915.32	3,500.00	6,856.02	10,356.02	15,593.17	M

Wm. Murray College Library

RECREATION STATISTICS FOR 1931

Table

No. of City	Playgrounds Under Leadership				Total Yearly or Seasonal Attendance*	Recreation Buildings		Indoor Community Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts		Source of Information	Total No. of Different Play Areas
	Summer Only	School Year Only	Other Seasons Only	Total		Number	Total Yearly or Seasonal Attendance**	Number	Total Yearly or Seasonal Attendance**			Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation		
3										1	2									1				William H. Pietzner	3
4	5			5	71,829			3	10,800	1	11			1	2,100					1				F. G. Kiesler	4
5	4			4	[1]50,541						7	1								2		6		Earl H. Wilson	5
6	17			17	180,544					7	29	1	41,189	1	28,991			2	9,000			11	85,800	Kenneth F. Bick	6
7	9			9	182,442			7	17,750	3	5	2	162,904	1	45,707			1	4,098			8	7,740	G. M. Phelan	7
8											2	1												Floyd A. Carlson	8
9	1			1	7,500	1	15,000			2	3									1		1		J. T. Doerfler	9
10	4			4	22,500					1	1											2		Mark Sutton	10
11	12		2	14	255,642			15	6,314	1	1	9	64,488	1	48,904									Harry C. Thompson	11
12	13			13	300,000	1				2	13	2								1		3		Vernon Gruper	12
13	19	31		50	7,086,413	3		16	[6]1468481	8	9											30		Dorothy Enderis	13
a											9	4	365,484	1	91,805							82	256,423	Charles Hauserman	a
14										6	7	3	305,270			4	354,157			3	36,250	7	5,085	George Hansen	14
15	5			5	46,416			4	12,388		3	2	250,000									12	8,000	Raymond C. Miller	15
16										1	1	1	750									3		E. L. Teeter	16
17	7			8	145,000	3	32,000	9	91,000	1	5	1	204,000	2	90,000							13	66,000	B. A. Solbraa	17
18	8			8	153,553			6	41,513		4	2	59,163					1	20,275			11	17,000	Ferdinand A. Bahr	18
19												2	45,000											William D. Stockwell	19
20										1	1	1	1,300											P. M. Vincent	20
21	3			5	63,817	1	58,549	3		4	2	1						1				5		Arthur Eckley	21
22	2			2						1												3		Mrs. P. J. Noer	22
23										1	1	1										4		Mrs. E. E. Fischer	23
24	7			7	130,150						3									1	40,000	12		I. S. Horgen	24
25	3			3				1	3,000	1	1													William T. Darling	25
26	9			11	300,000			2	30,000	7	5							1	24,000			24	19,505	Paul F. Hagen and E. C. Pynn	26
27	1			1	3,000			1	2,170	1	1											1		C. A. Wangerin	27
a											1	3										2		T. F. Buckley	a
28	1			1				4	1,000	1	4									1		12		J. A. Torresani	28
1	1			1						2	1			1								1		I. D. Woodward	1
1	6	14		22				1		6	5													Ernest A. Lilley	1
1	9			9	53,556					2	3					1								W. R. Reader	1
1	13			13	651,209			5		33	22	6				2				3		112		W. S. Rawlings	1
1	26			26	861,434					1	11					2	86,335					52	57,671	G. Champion	1
71			17	17	484,236			4	14,426															J. J. Syme	71
2	2			2	7,000	2				2	1											3		Herbert J. Swetman	2
3	7			7	93,953						1									1	5,808			H. Ballantyne	3
14	16			16	[1]193,140					3	5	1	20,000			1				2	10,000	10		G. N. Goodman	14
5	15			15	[1]295,499					3		4						2				4		E. F. Morgan	5
6	58			63	2,020,000	5	240,052	58	309,199	20	39	5										45		S. H. Armstrong	6
a	22			22	151,638													9	86,800					F. L. Bartlett	a
7	11			11	70,000					2	17							1	500			15		B. E. Barrick	7
1	2	11		13	440,000	1	25,000	1	350,000															William Bowie	1
a	38		25	32	95	9,821,507	9				3	26				1		17		4		26		Lucien Asselin	a
2		3			3	[1]25,144						4	1					1	654					Renee Tetart and J. B. O'Regan	2
3		2			2					1	1			1								4		A. K. Grimmer	3
4	6				6					1	10											18		P. E. Jarman	4
1		5		9	14	[1]57,995					2	4								1	76,350			Lloyd A. Kreutzwieser	1

Supplementary Table of Citie

PLAYGROUND AND COMMUNI

Footnotes f

No. of City	STATE AND CITY	Population	Managing Authority	Paid Workers Exclusive of Caretakers			Volunteer Workers		Expenditures Last Fiscal Year					Source of Financial Support†
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages		Total	
											For Leadership	Other Services		
	California													
1	Riverside	29,696	Park Department	....	....	....	....	....	1,000.00	.....	7,440.00	2,500.00	9,940.00	10,940.00	M
	Connecticut													
1	Watertown	10,000	Civic Union	2	1	....	....	....	.....	.....	.....	.....	.....	.....	P
	Florida													
1	Bartow	5,269	Municipal Golf Club	1	....	1	....	....	.....	1,656.74	860.00	2,588.70	3,448.70	5,105.44	M
2	Daytona Beach	16,598	Recreation Department	....	2	2	20	....	.....	14,440.00	3,620.00	11,438.69	15,058.69	29,498.69	M
3	Jacksonville	129,549	Playground and Recreation Board	16	5	14	....	....	30,334.56	13,978.67	23,085.20	26,472.51	49,557.71	93,870.94	M
4	Lakeland	18,554	Recreation Department	1	1	1	....	....	.....	11,267.24	7,898.71	.....	7,898.71	19,165.95	M
	Iowa													
1	Grinnell	4,949	Social Service League	....	5	....	....	....	.....	.....	150.00	.....	150.00	150.00	P
	Kentucky													
1	Louisville	307,745	Board of Park Commissioners	....	....	....	....	....	.....	.....	.....	.....	.....	62,566.84	M
	Massachusetts													
1	Lexington	9,467	Park Department	2	3	....	....	....	.....	.....	985.00	.....	985.00	985.00	M
2	North Attleboro	10,197	Playground Association	4	2	....	....	....	.....	.....	.....	.....	.....	5,750.00	P
3	Plymouth	13,042	Park Commission	1	....	....	....	....	.....	.....	.....	.....	.....	6,500.00	M
4	Taunton	37,355	Playground Commission	17	11	....	....	....	1,049.44	2,299.45	3,319.00	6,332.40	9,651.40	13,000.29	M
5	Weymouth	20,882	Park Department	4	7	....	....	....	.....	.....	1,380.00	.....	1,380.00	1,800.00	M
	North Carolina													
1	Charlotte	82,675	Park and Recreation Commission	4	15	1	10	20	18,114.73	5,000.00	10,000.00	15,097.98	25,097.98	48,212.71	M
	Ohio													
1	Wellsville	7,956	Harmon Field Playground Association	....	1	....	5	....	1,000.00	50.00	135.00	25.00	160.00	1,210.00	M&I
	Pennsylvania													
1	Dunmore	22,627	Park Commission	1	....	....	....	....	.....	2,736.71	600.00	.....	600.00	3,336.71	M
2	Warren	14,863	Park Commission	1	6	....	....	....	.....	168.56	1,010.00	.....	1,010.00	1,178.56	M
	South Carolina													
1	Beaufort	2,776	Community Club and City	....	1	....	12	12	.....	239.15	420.00	300.00	720.00	959.15	M&I
	Wisconsin													
1	Neenah	9,151	Park Board	4	1	....	....	....	.....	.....	750.00	250.00	1,000.00	1,000.00	M&
	CANADA													
	Ontario													
1	Hamilton	155,000	Parks Board	....	....	....	....	....	10,000.00	8,000.00	.....	43,154.00	43,154.00	61,154.00	M

KEY TO SYMBOLS

† Under Sources of Financial Support M—Municipal Funds; P—Private Funds; S—State Funds and C—Coun Funds.

* The playground attendance figures include both participants and spectators.

** The attendance figures for buildings and indoor centers include participants only.

FOOTNOTES

1 This figure includes participants only.

2 This is a six-hole golf course.

3 The Los Angeles County Department of Recreation, Camps and Playgrounds maintained recreation faciliti in the following municipalities in 1931: Redondo Beach, Manhattan Beach, Long Beach, Santa Monica, City Terra Eureka Villa, Dexter Canyon, Alondra Park, San Dimas, Michelinda and Temple.

4 This figure includes attendance at both centers and buildings.

5 Bathing beaches are operated by the Santa Barbara County Board of Forestry at Carpenteria and Gaviota Beac

6 This figure represents summer attendance only.

7 The Branford Community Council, Inc., operated a playground at Short Beach and at Stony Creek.

8 This amount includes $201,080.00 for facilities operated but not maintained by Board of Recreation.

9 This amount includes $82,543.85 spent by the town on permanent improvements of recreation areas and beach programs.

ıbmittıng Late Reports

CREATION STATISTICS FOR 1931

able

Playgrounds Under Leadership						Recreation Buildings		Indoor Community Centers				Bathing Beaches		Golf Courses 9-Hole		Golf Courses 18-Hole		Swimming Pool Indoor		Swimming Pool Outdoor		Tennis Courts				
Year Round	Summer Only	School Year Only	Other Seasons Only	Total	Total Yearly or Seasonal Attendance •	Number	Total Yearly or Seasonal Attendance ••	Number	Total Yearly or Seasonal Attendance ••	Athletic Fields, Number	Baseball Diamonds, Number	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Number	Total Yearly or Seasonal Participation	Source of Information	Total No. of Different Play Areas	No. of City
											1									3				J. C. Cooper		1
	2			2	6,520	1				2	2													Irving F. Campbell		1
						1					1					1	20,800							Ed Brooks		1
2				2		3	87,600			1	2	1										4		M. S. Couch		2
1		8		19	416,340	2	44,649	6	4,659	2	11									2	61,102	26	70,108	J. E. Byrnes		3
3				3	216,600	1	30,000			1	4					1	17,720					6	60,000	W. W. Alderman		4
	4			4	2,767					1								1						John C. Lincoln		1
														1		2				1				Brent G. Nunnelley		1
	2			2						2	3									1		8		John J. Garrity		1
	2			2	13,210			1	7,500	3	3											1	400	Raymond A. Yates		2
1		1	1	3						3	1	4												Myron L. Smith		3
	5			5	[13]39,900					5	5									1		6		Harold H. Galligan		4
										4	3	1								1		4		Francis W. Rea		5
	11			11	207,396	1				4	6			1	15,000							12	20,000	Walter J. Cartier		1
	1			1	17,500						1									1				Charles Couts		1
	1			1				1		2	2									1				J. R. Gilligan		1
	4			4																				M. L. Dougherty		2
		2		2		1						1												Mrs. John F. Morrall		1
	3			3	110,000					1	1	1	20,000									5		Armin H. Gerhardt		1
										1	32					1		1	62,000			22		F. E. Marshall		1

10 This figure includes attendance of 90,000 at one playground where twilight baseball was conducted.

11 $5,277.76 of this amount was spent by the Park Department on some of the facilities reported which are under s control.

12 Responsibility for operating many of the facilities reported is turned over to a special organization.

13 This course is not owned nor operated by the city, although $4,250.00 is appropriated per year towards its upkeep.

14 This figure includes participants at the 9-hole golf course.

15 Maintains a program of community recreation activities for colored citizens.

16 This amount includes $51,526.00 spent by the Park Board which operates some of the facilities reported.

17 Recreation facilities are maintained by the Winnebago County Forest Preserve District in Rockford, Rockton ownship, Pecatornica, Shirland, Loves Park and Cherry Valley.

18 The Community House does not administer all of the facilities listed.

19 The recreation facilities reported are controlled by other city departments and the expenditures for them are ot included in the amount reported.

20 This figure includes operating expenditures for playgrounds only.

21 The American Legion conducts a program of athletics and play activities for children.

22 This figure includes attendance at indoor recreation centers.

23 This figure includes band attendance.

24 This figure represents the amount spent on swimming pool and tennis courts which are operated by the Audu- on Park Natatorium, Inc.

25 Expenditures for salaries and wages not reported.

26 This figure includes attendance at recreation buildings.

27 The Community Service program in this city is one of organized activities not centralized. A year-round director with the aid of trained volunteers recruited from community groups and agencies aims to develop the recreational resources of the city through a varied program including training classes for volunteer leaders.

28 This figure represents total volunteers, men and women.

29 This figure includes attendance at the 18-hole golf course.

30 The Flint Community Music Association promotes and operates a community-wide music program in cooperation with public schools, churches, industries and homes.

31 There are 5 villages in Grosse Pointe Township served by the Board of Education.

32 This figure includes attendance at the outdoor swimming pool.

33 This amount includes $16,979.45 spent for operating golf courses which are under control of the Park Division.

34 The facilities reported are in Hazel Park, Berkeley, Clawson, Royal Oak and Ferndale.

35 The aim of this Association is to develop the recreational resources of the city. Its program includes the promotion of special activities and the training of recreation leaders.

36 This figure includes swimming attendance.

37 The Camden County Park Commission maintains recreation facilities in Camden, Haddonfield, Berlin and Gloucester.

38 The Essex County Park Commission maintains recreation facilities in Newark, Bloomfield, East Orange, Irvington, Montclair, Nutley, Orange, Belleville, Caldwell, West Orange, Verona, Essex Fells, Millburn and South Orange.

39 The Hudson County Park Commission maintains recreation facilities in the following municipalities: Jersey City, Harrison, Kearny, North Bergen, Bayonne, Hoboken and Union City.

40 The Passaic County Park Commission maintains recreation facilities in Wayne Township, Paterson, West Paterson, Pompton Lakes and Totowa.

41 The Union County Park Commission maintains recreation facilities in New Providence, Scotch Plains, Westfield, Kenilworth, Roselle, Rahway, Linden, Union, Mountainside, Summit, Plainfield, Elizabeth, Cranford, Hillside, Roselle Park, and Garwood.

42 This amount includes salaries and wages for all other services.

43 This is a 27-hole golf course.

44 This is one of the communities in Westchester County which is also served by the County Recreation and Park Commissions.

45 Eastchester includes the incorporated villages of Bronxville and Tuckahoe.

46 The Erie County Park Commission maintains recreation facilities in East Hamburg, Aurora, Lancaster and Tonawanda.

47 This woman is also listed as a full-time year-round worker with the Recreation Commission.

48 This figure does not include expenditures for operating the recreation field, open the year round.

49 This figure does not include cost of operating all the facilities reported.

50 This amount includes $12,000.00 spent by the Park Department which controls and maintains many of the recreation facilities reported.

51 The Westchester County Recreation Commission aids the cities, small towns and villages of the county in increasing recreation opportunities for their citizens. Among its activities are the organization of dramatic groups, recreation clubs, community choruses, county play days and training classes for volunteer leaders.

52 The Westchester County Park Commission maintains recreation facilities in Yonkers, Ardsley, Tarrytown, Harmon, White Plains, Mount Vernon, New Rochelle, Rye, Cortlandt and Yorktown.

53 The Cleveland Metropolitan Park Board operates recreation facilities in the following municipalities: Bay Village, Rocky River, Hinchley, Brecksville, Bedford, Euclid, North Olmsted, Strongville and Cleveland.

54 This figure represents the total number of workers.

55 This amount includes $18,000.00 for work done by relief labor from city funds.

56 The Allegheny County Bureau of Parks maintains recreation facilities in McCardles, Snowden and Broughton.

57 This figure includes attendance at playgrounds.

58 This figure includes attendance at indoor centers.

59 This figure represents summer playground leaders only.

60 This amount includes $61,537.12 spent from municipal funds by other departments for facilities operated by the Recreation Department.

61 This report covers playground and recreation service in the following communities: Wilkes-Barre, Kingston, Forty-Fort, Wyoming, Swoyersville, Luzerne, Plymouth, Edwardsville, Plains, Georgetown, Lee Park, Newtown, Ashley, Sugar Notch and Warrior Run.

62 This figure includes attendance at swimming classes.

63 This amount includes $45,637.43 for facilities operated but not maintained by the Recreation Department.

64 The Community Recreation Association is a promoting, demonstrating organization, and a fact finding body. It does not supervise or conduct playgrounds or centers but promotes recreation in many phases.

65 Oglebay Institute in cooperation with the Wheeling Park Commission and West Virginia University conducts an experimental program of recreational activities at Oglebay Park.

66 This figure includes attendance at buildings.

67 The Milwaukee County Park Commission maintains recreation facilities in South Milwaukee, West Allis, Wauwatosa, Shorewood, Greenfield, North Milwaukee and Brown Deer.

68 This amount was spent from city funds but not through the Department of Public Recreation.

On to Los Angeles

THE program of the International Recreation Congress to be held in Los Angeles, California, July 23-29, is rapidly taking shape, the National Recreation Association announces. American and Canadian delegates for many years familiar with recreation in other parts of the world only through hearsay or occasional magazine or newspaper articles are assured first-hand information on recreation internationally through the wealth of speakers from Europe and other parts of the world who will be heard in Los Angeles.

Among the Speakers

Count de Baillet Latour of Belgium, President of the International Olympic Committee, will respond to the opening address of welcome by the Honorable James Rolph, Jr., Governor of California. Bearing upon the relation of leisure to industry will be the addresses of the Honorable Louis Pierard, member of the Chamber of Representatives of Belgium, who will speak on "Recreation in Workers' Organizations," and of Dr. Albert Thomas, Chairman of the National Committee on Leisure of France, whose subject will be, "What is the Responsibility of Society to the Increasing Leisure Which Modern Industry is Providing?"

Dr. Carl Diem of Germany, one of the distinguished speakers listed on the International Recreation Congress program, is not only an authority on recreation in his own country, but he has made extensive trips to other parts of the world to study play, recreation and physical education activities and programs. Since 1913 he has been General Secretary of the German National Commission for Physical Culture, Prorector of the German College for Physical Education (founded in 1920) and teacher of the University of Berlin. He worked for the introduction of the daily gymnastic lesson, the law regarding playgrounds, and that making gymnastics and sport compulsory. Dr. Diem is an honorary member of the Berlin Sport Club, the German Board for Light Athletic Sports, the Union of Brandenburg Athletic Societies, and the Union of German Sport Instructors. He is himself a sporting man, doing outdoor work regularly, taking his daily run, besides swimming, rowing, playing tennis, climbing mountains, skating and skiing. Dr. Diem is author of many books and articles. One of his most recent books is "Sport in America."

"The Use and Abuse of Leisure," a subject which has been brilliantly expounded in this country by Dr. L. P. Jacks of Oxford, England, will be discussed by another Englishman, Sir Harold Bowden, Manager and General Director, Raleigh Cycle Company. For many years Americans have heard, "The Battle of Waterloo was won on the playing fields of Eton." What lies behind this assertion will be revealed in the address entitled, "The Contribution of Sport and Recreation to British Life and Character," by Noel Curtis - Bennett, Honorary Treasurer of the National Playing Fields Association of England.

Germany has been criticized by some observers in the United States because of its large public expenditure for sport facilities, from the proceeds of bonds sold in the United States. Dr. Theodor Lewald, President of the German National Commission for Physical Culture, will explain to the Congress delegates how Germany justifies this expenditure. Dr. Carl Diem, Secretary of the same

commission will discuss "Institutes for Training Recreation Leaders" and "Sports for the People." Dr. Karl Ritter von Halt, a member of the International Olympic Committee, also of Germany, will talk on "Family Play."

J. Sigfrid Edstrom, Managing Director of the Swedish General Electric Company and president of the International Amateur Athletic Federation, will speak on "Recreation in the Northern Countries of Europe," where so many brilliant winter sports performers have received their training. Dr. Frank M. Messerli, General Secretary of the Switzerland Olympic Committee, has for his topic, "The Development of Children's Vacation Colonies, Air Bathing, and Sports in Switzerland."

The "Sokols in Czechoslovakia" will be discussed by Dr. Joseph Gruss, President of the Czechoslovakian Olympic Committee. August Ocenasek, Ministry of Hygiene and Physical Education, will report on "Recreation for the Preschool Child." F. M. de Molnar, International Commissioner of the Hungarian Boy Scouts Association, will speak on "The Contribution of Scouting to Recreation in Europe."

"Recreation in Greece," a land which in ancient times placed sport on a pinnacle along side art and music, will be presented by Commodore C. Melas, head of the National Office of Tourism of Greece.

Many Educators Expected

Recreation officials, educators, and other community leaders in the United States are preparing with enthusiasm to welcome and join in conference with visitors from other lands on recreation problems. Although the Congress at this writing is three months away delegates from thirty-seven states are listed and more are coming in each day. In addition to the usual number of professional recreation and park workers, many members of boards, commissions, and other bodies responsible for play, recreation, and leisure time activities are planning this year to send representatives because of the international character of the Congress and the special opportunity to see the developments of recreation in the West and to attend the Olympic Games. Organizations interested in international relations generally are also interested in the Congress and many will be represented. Because the time of the Congress (July 23-29) will not interfere with school and college programs many educators are planning to participate in the discussion of such topics as: Institutes for Training Recreation Leaders, How Can School Systems Prepare for Leisure, Use of School Facilities After Hours for Recreation. College presidents, superintendents of schools, professors of physical education, social sciences, education and other subjects are planning to attend.

Social workers keenly interested in the role of recreation in times of depression and what it can mean to lift the morale of the unemployed and keep intact a wholesome family spirit will be present. Others interested in such special activities as music, dramatics, arts and crafts, camping, adult education, are planning to meet and exchange experiences with those from other parts of the world with similar interests.

Reduced Cost

Since some of the Congress literature has been distributed, the railroads and steamship lines have made further reductions in rates. All prospective delegates are urged to check again with local agents for latest information on transportation costs.

The Committee

The wide interest in the International Recreation Congress is indicated by the cooperation of leaders in many countries. Dr. Joseph Lee, President of the National Recreation Association, reports seven new members of the International Advisory Committee presented in this issue of RECREATION. Twenty-five countries are now represented on the committee as follows:

Honorary President, His Excellency HERBERT HOOVER
Argentine—Dr. Ricardo C. Aldao
Belgium—Count de Baillet Latour
Bulgaria—Dimiter Lazov
Chile—Alfredo Betteley
China—Frank W. Lee
Czechoslovakia—Dr. Alice G. Masarykova
Denmark—Colonel H. P. Langkilde
Egypt—A. W. Jessop
England—The Right Honorable Earl of Derby
Finland—Lauri Pihkala
France—Dr. Albert Thomas
Germany—Dr. Theodor Lewald
Greece—Commodore C. Melas
Holland—Captain G. Van Rossem
Hungary—Dr. Imre Szukovathy
Latvia—Janis Dikmanis
Nicaragua—Honorable Enoc Aguado
Philippine Islands—Dr. R. R. Ylanan
Poland—Miss Wanda Prazmowska
Portugal—Count de Penha Garcia
Roumania—Colonel Virgil Badulescou
Siam—His Highness Prince Dhani
Sweden—J. Sigfrid Edstrom
Uruguay—Julio J. Rodriguez
United States—Dr. Joseph Lee

COUNT DE PENHA GARCIA, Portugal's representative on the International Advisory Committee, is a well known statesman of Portugal as well as a leader in civic and recreational affairs.

He is a graduate of the E'cole des Sciences Sociales et Politiques of Paris and has a degree of doctor of laws from Coimbra University.

Count de Penha Garcia

Count de Penha Garcia has served his country in many diplomatic missions, and among other services was Minister of Finances and President of the Chamber of Deputies. He is Director of the Colonial High School at Lisbon and is a member of the Mandate Committee of the League of Nations and President of the Colonial International Institute and of the Geographical Society of Lisbon.

In addition to all of these activities, Count de Penha Garcia has found time to devote himself fully to sport and recreation activities and has served as president of various national associations in Portugal concerned with sport. He is also a member of the International Olympic Committee.

CAPTAIN G. VAN ROSSEM, Holland's representative on the International Advisory Committee of the Recreation Congress, for many years has been active in promoting sports and recreation. He has been particularly interested in the international aspects of sport, and in this connection recently said: "As the influence of sport in public life grows, the more predominently will it affect views, opinions, forms of life, creating a worthy standard for the valuation of private persons and national bodies. Sport is a movement which is now affecting all humanity."

Captain G. Van Rossem

Captain van Rossem is one of the outstanding fencers and in addition to his own accomplishments has been active in promoting fencing as a recreational activity for all classes in Holland. He has helped to found local and national fencing groups and tournaments and for five years served as Chairman of the International Federation of Fencing. Captain van Rossem is also a member of the Dutch Olympic Committee. Captain van Rossem will attend the Congress and take part in the program.

COMMODORE MELAS of Athens, Greece, was educated in the Naval College and took part as a Sub Lieutenant in the war against Turkey in 1897, in the Balkan War and in the Great War.

Commodore C. Melas

First visited the U. S. in 1900 on board the first Greek Warship which visited the U. S. Retired from the Navy after 25 years service. Started the scout movement in Greece.

Was appointed by Mr. Venizelos during the Great War as representative of the Greek Government in the National American-Canadian Y.M.C.A. when it came to Greece in 1917. Commodore Melas has since visited the U. S. twice on behalf of the Y. M.C.A. movement. He is now serving the Greek Government as head of the National Office of Tourism.

Commodore Melas is very much interested in play and recreation activities of the youth of the world and is preparing a paper for the International Congress on the topic, "Recreation in Modern Greece."

Prince Dhani

HIS Highness Prince Dhani represents Siam on the International Advisory Committee. Since graduating from Oxford University in 1905 Prince Dhani has been active in Government service. Among the many posts he served has been that of Secretary of the Cabinet Council and Privy Council. He has also served as chief of an educational mission to Japan and neighboring countries. Volunteered and served in the army of "Wild Tigers" for 15 years in which he eventually rose to the position of deputy adjutant-general of the corps.

At the present time Prince Dhani is serving as Minister of Public Instruction; Vice-President and Commissioner - General, Siamese Boy Scouts Organization; Member of Council, Royal Institute for Arts, Archeology and Literature; Member of Civil Service Commission; President of the Teachers Association, an organization for the promotion of academical social and athletic activities among teachers of the country.

JANIS DIKMANIS, a member of the Advisory Committee of the International Recreation Congress, from Latvia has been active for over a quarter of a century in the fields of sport and physical education in Latvia. He has been president of the largest sport club in Latvia known as "Latvijas Sporta Biedriba." Since 1922 he has served as President of the Union of Sport Organizations of Latvia as well as Chairman of the Latvian Olympic Committee. Since 1926 Mr. Dikmanis has been a member of the International Olympic Committee.

Janis Dikmanis

National Recreation Association

Incorporated

FINANCIAL STATEMENT

January 1, 1931 through December 31, 1931

General Fund Balance December 31, 1930		$ 48,160.31
INCOME		
Contributions	$251,511.26	
Contributions for Specific Work	12,517.64	
Interest and Dividends on Endowment Funds	9,521.11	
Interest	388.77	
Recreation Sales, Subscriptions and Advertising	8,806.86	
Badge Sales	2,537.79	
Special Publication Sales	10,212.88	
Business Operations	2,784.63	298,280.94
		346,441.25
EXPENDITURES		
Community Recreation Field Service	$179,269.33	
Field Service to Colored Communities	20,340.84	
National Physical Education Service	13,579.46	
Correspondence and Consultation Bureau	32,055.72	
Physical Efficiency Tests—Boys' and Girls' Badges	2,708.32	
Publications and Bulletin Service	20,536.29	
Recreation Congress	8,661.78	
Community Drama Service	14,227.90	
Recreation	20,359.10	
Park Recreation Service	10,526.78	
Music Service	6,391.10	
International Recreation Congress 1932	4,699.41	
Recreation Service to Real Estate Developments	2,704.71	336,060.74
General Fund Balance December 31, 1931		10,380.51
Commitments December 31, 1931		$100,748.00
WILLIAM E. HARMON MEMORIAL FIELD SECRETARY		
Balance December 31, 1930	$ 17.00*	
Receipts to December 31, 1931	3,298.26	
	3,281.26	
Expenditures to December 31, 1931	3,281.26	
KATHERINE F. BARKER MEMORIAL FIELD SECRETARY ON ATHLETICS AND RECREATION FOR WOMEN AND GIRLS		
Balance December 31, 1930	$ 934.90	
Receipts to December 31, 1931	7,500.00	
	8,434.90	
Expenditures to December 31, 1931	5,678.87	2,756.03

FRANCIS J. TORRANCE MEMORIAL FIELD SECRETARY FOR PLAY IN INSTITUTIONS		
Balance December 31, 1930	$ 1,559.99	
Receipts to December 31, 1931	6,500.00	
	8,059.99	
Expenditures to December 31, 1931	6,996.88	1,063.11
STABILIZATION FUND PROJECT		
Receipts to December 31, 1931	$ 10,000.00	
Expenditures to December 31, 1931	3,570.11	6,429.89

RECAPITULATION

BALANCES December 31, 1930		
General Fund	$ 48,160.31	
William E. Harmon Memorial Field Secretary	17.00*	
Special Field Service ... *See*	263.42*	
Music Service to Small Towns ... *Special*	644.14	
Music Study ... *Note*	1,502.54	
Francis J. Torrance Memorial Field Secretary for Play in Institutions	1,559.99	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	934.90	
Interest and Dividends on Frances Ross Poley Memorial Fund [*See Note No.* 1]	235.00	
	$ 52,756.46	
LESS:—*See Special Note*	1,883.26	$ 50,873.20

SPECIAL NOTE:—*The same donor had contributed these three funds, in January, 1931, the Special Field deficit of $263.42 was deducted from the balances remaining in the other two funds and these balances returned to the donor in accordance with the terms of the original pledge.*

INCOME to December 31, 1931		
General Fund, less Poley Fund item [*See Note No.* 1]	$298,045.94	
William E. Harmon Memorial Field Secretary	3,298.26	
Francis J. Torrance Memorial Field Secretary for Play in Institutions	6,500.00	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	7,500.00	
Stabilization Fund Project	10,000.00	325,344.20
		376,217.40
EXPENDITURES to December 31, 1931		
General Fund	$336,060.74	
William E. Harmon Memorial Field Secretary	3,281.26	
Francis J. Torrance Memorial Field Secretary for Play in Institutions	6,996.88	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	5,678.87	
Stablization Fund Project	3,570.11	355,587.86
BALANCES December 31, 1931		

General Fund	$ 10,380.51	
Francis J. Torrance Memorial Field Secretary for Play in Institutions	1,063.11	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	2,756.03	
Stabilization Fund Project	6,429.89	20,629.54

COMMITMENTS December 31, 1931

General Fund	$100,748.00	
Francis J. Torrance Memorial Field Secretary for Play in Institutions	1,063.11	
Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Women and Girls	2,756.03	
Stabilization Fund Project	6,429.89	$110,997.03

NOTE No. 1.—*In 1931 this item was transferred to General Fund.*

ENDOWMENT AND RESERVE FUNDS

Special Fund (Action of 1910)	$ 25,000.00	
Lucy Tudor Hillyer Fund	5,000.00	
Emil C. Bondy Fund	1,000.00	
George L. Sands Fund	12,546.37	
"In Memory of J. I. Lamprecht"	3,000.00	
"In Memory of Barney May"	500.00	
"In Memory of Waldo E. Forbes"	1,403.02	
Frances Ross Poley Memorial Fund (†)	6,000.00	
Ellen Mills Borne Fund	3,000.00	
Other Gifts	175.00	
C. H. T. Endowment Fund	500.00	
Frances Mooney Fund	1,000.00	
Sarah Newlin Fund	500.00	
"In Memory of William Simes"	2,000.00	
"In Memory of J. R., Jr."	250.00	
Frances R. Morse Fund	2,000.00	
Emergency Reserve Fund	154,975.00	
Loss and Gain on Sale of Securities	2,573.50	
Ella Van Peyma Fund	500.00	
Nettie G. Naumburg Fund	2,000.00	
"In Memory of William J. Matheson"	5,000.00	
Alice B. P. Hannahs Fund	1,400.00	
"In Memory of Daniel Guggenheim"	1,000.00	
"In Memory of Alfred W. Heinsheimer"	5,000.00	
Nellie L. Coleman Fund	100.00	$236,422.89

January 4, 1932

(*) Deficit, December 31, 1930.
(†) Restricted.

I have audited the accounts of the National Recreation Association for the fiscal year ending December 31, 1931 and certify that in my opinion the above statement is a true and correct statement of the financial transactions of the General, Special Study, and Endowment Funds for the period.

(*Signed*) J. F. CALVERT,
Certified Public Accountant.

National Recreation Association

Incorporated

formerly named Playground and Recreation Association of America

315 Fourth Avenue, New York City

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Henry Young
Newark, New Jersey

The Service of the National Recreation Association in 1931

684 cities were given personal service through the visits of field workers.

85 communities received personal help in securing more adequate provision of recreation opportunities for Negroes.

7,059 requests for advice and material on amateur drama problems were submitted to the Community Drama Service.

44 cities were given assistance on special park problems through the personal visits of the field worker on Park Recreation.

90 cities received service from the field secretary on Recreation and Athletics for Women and Girls.

166 cities were represented by **911** delegates at the National Recreation Congress.

158 institutions for children and the aged received help from the field secretary on Play in Institutions.

72 communities were visited by the field worker on Recreation Service to Real Estate Developments.

25,618 boys and girls in **430** cities received badges or certificates for passing the Association's progressively graded physical fitness tests.

The National Physical Education Service served **21** states through personal visits in addition to its correspondence and consultation service.

5,714 different communities received help and advice on recreation problems through the Correspondence and Consultation Service.

45 cities received personal help in planning community drama programs and in the training of volunteer leadership for drama activities.

The Music Service conducted institutes, issued bulletins, gave correspondence and consultation service and completed the book, "Music in American Life."

The Publication and Bulletin Service prepared and issued bulletins and special publications on various recreation subjects.

RECREATION, the tool kit of the recreation worker was published monthly.

World at Play

This intown park, created as a breathing spac by a private citizen in a congested area of Cleve land, was designed by A. D. Taylor, landscap architect and town planner of Cleveland, Ohio

An Intown Park

There are many properties within congested city areas, especially in the so-called blighted sections, which in their existing condition are not an asset to the community. These properties may continue to remain in this undesirable state for years. Increasingly public spirited individuals are expending energy and money in converting such property from a liability to a real community asset. Such an instance has occurred in the City of Cleveland where an unsightly property in a congested city area has been transformed through private initiative into a breathing spot.

It is an interesting fact, in connection with the development of this property, that prior to the improvement considerable concern was shown regarding the possibility of vandalism and misuse. The development of the property in an attractive manner has given conclusive evidence that the public has a wholesome respect for something which is well done and beautiful. The area, not yet two years old, has been free from abuse by the many people who have used it for wholesome passive recreation. It lends charm to an otherwise drab situation, and provides a note of relief in a monotonous area otherwise devoid of foliage. It is hoped that many more areas of this kind will be developed not only by private interests but by city governments.

The Street Cleaner Cooperates

The article on "Good Digging to You!" in the April issue of RECREATION has inspired a number of recreation workers to tell us ways they have "dug up" to economize on handcraft supplies. Dorothea Nelson, Superintendent of Recreation in Louisville, Kentucky, writes: "We se cured practically half our pageant material ou of the city dump last year. We asked the stree cleaner to watch out for certain things and in stead of putting them in the incinerator, to pil them up and save them for us. He did this an among other things saved a considerabl amount of gold, silver and metal paper th Eskimo Pie and tin foil people threw out. W secured hundreds of these sheets and fror them made soldier uniforms, boots, shield clubs and drums for use in our pageants. W also used considerable wood and paper and fil ing of hemp and similar material for handcraf We go to the veneer wood companies and as them for wood for handcraft. They usuall give it to us of we will take it away."

Long Beach Dedicates Auditorium

From March 7th to 13t Long Beach, Californi dedicated its new munic pal auditorium, a beaut ful $3,000,000 building on which constructio was begun in the spring of 1930. The dedic tion program was planned and conducted b

the Recreation Commission at the invitation of the City Council. Mr. Clyde Doyle, President of the Recreation Commission, writes that the program was made possible by the wholehearted cooperation of over 800 Long Beach organizations and several thousand people who participated in the program. The entertainment was all provided by vounteers. One hundred and sixty thousand people visited the auditorium and it was impossible to accomodate all of the people who wanted to see the programs. Thousands were turned away each night.

A Drama Institute—As a climax of the successful drama institute directed by Charles Wells of the National Recreation Association and held under the auspices of the Jacksonville, Florida, Department of Public Recreation, a dramatic program covering two evenings was held on February 25th and 26th. On the first evening were presented "On the Ether," a radio satire by Nathan L. Mallison, Superintendent of Recreation; "The

Safety Packet for Playgrounds

A collection of inexpensive materials to help the playground director promote safety is offered by the Education Division of the National Safety Council. It includes . . . .

Ten attractive safety posters appropriate for the bulletin board; a list of instructions for the safe use of equipment and administration of activities; a short play suitable for production on the playground; and a set of crayon lessons for younger children.

Price, $1.00

EDUCATION DIVISION
NATIONAL SAFETY COUNCIL
One Park Avenue, New York

THE NEW
PADDLE TENNIS PADDLE

IF yours is one of the 165 cities where Paddle Tennis is now a regular part of the Recreation Program —

IF yours is one of the hundreds of schools and colleges where Paddle Tennis is now a popular intramural sport —

IF yours is one of the many Summer Camps where Paddle Tennis is a popular tournament feature —

You will want to have this new "Tennette" model Paddle Tennis Paddle, introduced for the first time this year. Specially designed in shape, weight and balance, it has exactly the same "feel" as a regular tennis racquet. It affords perfect control of the ball. Paddle Tennis played with this paddle, has an added speed and is a real preparation for tennis itself.

If you have not yet introduced Paddle Tennis as a part of your recreation program, try it this season and just see how popular it quickly becomes with all your people. It is played on a space only half as wide and half as long as a tennis court. The equipment is surprisingly inexpensive. Send the coupon for descriptive circulars, Rules of Play, and prices.

Send Coupon Now

THE PADDLE TENNIS COMPANY
285 Madison Avenue, New York

Please send descriptive circular, Rules of Play, and prices for Paddle Tennis.

Name .....

Address .....

City ..... State .....

THE PADDLE TENNIS CO. INC.
285 MADISON AVE., NEW YORK, N. Y.

Sole Makers of Paddle Tennis Equipment

Proposal," an incident by Owen Kelly; "Safety Razors First," a black face talking act by John Lawrence; "The Silent System," a one act play by A. Dreyfus, and "School Days," a modern minstrel by Robert Wallace. The second night's program consisted of "Stars and Groceries," a fantasy; two puppet plays—"The Singing Master" and "Hansel and Gretel"; "The Good Samaritan"; "They Were Deceivers Ever," a one act play by Richard Merville; "A Shakespearean Interlude," presenting excerpts from a number of Shakespeare's plays.

A Compulsory Recreation Law?—A compulsory recreation law for children, similar to that which calls for compulsory education, is advocated by Children's Court Justice Peter B. Hanson, of Brooklyn, in an effort to "decrease delinquency by increasing facilities for play." "If we do not encourage those agencies that try to meet this need," state Justice Hanson, "and provide the proper recreational facilities and opportunities for wholesome pastimes for the young, we may have to look forward to the creation of a board of recreation to compel the proper supervision of children during their leisure time and play just as we have been obliged to establish a compulsory educational law."

The Cincinnati Hockey Association.—Here is a group of physical education teachers and play and recreation leaders who practise what they preach! Every Sunday morning for the last two years the Cincinnati, Ohio, Hockey Association has been meeting for exercise and fun. Starting with the purpose of playing hockey on Sunday morning during the hockey season, the organization has continued during the entire year playing basketball when is becomes too cold for hockey. An average of twenty-five players are present every Sunday morning. The association uses the field and gymnasium of the Public Recreation Commission.

Information on Everything.—The Washington Information Bureau, 1322 New York Avenue, N. W., Washington, D. C., has issued a series of bulletins on subjects of all kinds from pests to the care of the baby! Among the bulletins are a number of interest to recreation workers, such as suggestions for Valentine parties, vacation fun parties, old-fashioned

Magic Casements
RUTH PERKINS
"Definite and concrete suggestions for the planning of summer camps, based upon sound educational principles."
—*The Christian Leader*
$1.50

Health Through Leisure-Time Recreation
EDITH M. GATES
"A valuable and timely book for all interested in the educational possibilities in any teaching of health. The bibliography is especially valuable."
—*Oberlin Alumni.*
$2.50

Camps and Their Modern Administration
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A significant addition to the definite and practical material that is developing on the organization and administration of camps.
$1.75

THE WOMANS PRESS
600 LEXINGTON AVENUE NEW YORK, N. Y.

FOOT BATHS!

Protect Your Patrons from foot infections—such as ringworm of the foot—commonly known as Athlete's Foot. Patterson Foot Baths are 30″ x 30″ outside measurements and 4″ deep, holding 4 gallons of solution. These baths are made of white rubber.

Schools, clubs, gymnasiums, etc., from all parts of the country are using Patterson Foot Baths and Hypochlorite Solution for which we are sole distributors.

AMERICAN PLAYGROUND DEVICE CO.
ANDERSON, INDIANA

PORTABLE BLEACHERS

All Kinds
and
Sizes

UNIVERSAL BLEACHER CO., CHAMPAIGN, ILLINOIS

dances, holiday entertaining, indoor games, popular games and others. These may be secured in single copies at 5 cents; in quantities of twenty-five or more, for 3 cents each.

In Grand Rapids, cooperation is enriching the municipal recreation program. The city is furnishing a program of recreation without charge through the cooperation of the Board of Education, the parent-teacher associations, the musical groups of the city and the churches. At least once a month at eleven schools neighborhood nights are held arranged by the Recreation Department of the Board of Education and promoted by the parent-teacher associations.

The twenty neighborhood dramatic clubs, formed under the parent-teacher association and Recreation Department auspices, have given a number of one act plays; some puppet show enthusiasts have offered their show, and moving pictures and group singing are often a part of the program. A number of churches are giving entertainment along much the same lines.

DAGA LOOM FRAMES

are efficient, easy to operate, suitable for artistic weavings, and inexpensive

The Daga Loom is operated with a patented heddle bar so easy to operate that a child of kindergarten age can manipulate it. The loom has a wide shed and takes a warp of more than a yard length.

For the weaving minded individual, it has all the elements of the large loom, can be taken along when travelling, handled like one's piece of knitting or embroidery, and used as an ideal diversion.

Daga Looms make valued gifts. All models come equipped with a shuttle and instruction sheet. Warping and decorated cartons are optional.

We offer a wide variety of dyed yarns for loom weaving, hooked rugs, and hand knitting. There are many qualities in wools, silk, linens, and cottons—also large color ranges. Write for samples and price list.

The prices on the two models now offered are as follows:
Daga Loom No. 25 (9½ inches in width) $2.00 with shuttle and instruction sheet
Daga Loom No. 25—$2.50 with a 20/2 warp and packed in decorated carton
Daga Loom No. 35 (14 inches in width) $3.25 with shuttle and instruction sheet
Daga Loom No. 35—$4.00 with a 20/2 cotton warp, packed in decorated carton
Other types and sizes will be offered later

EMILE BERNAT & SONS CO. - - JAMAICA PLAIN, MASS.

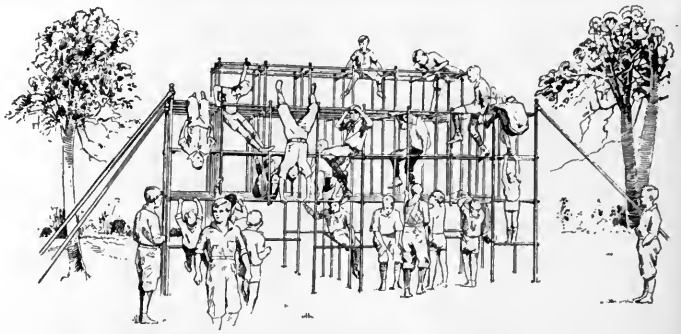
JUNGLEGYM IT IS

And that means thousands of golden hours of fun for the little folks — SAFEST play apparatus.

Climbing space for all— 950 feet of Climbing Bars

Patented Oct. 23, 1923, Mar. 25, 1924

Beware of infringements



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If you have a home workshop, here's just the magazine you need. Each issue of Popular Homecraft is crammed with plans for making such beautiful and useful things as: Book Cases, China Closets, Bird Houses, Ship Models, Rustic Furniture, Lamps, Children's Playthings, Tea Tables, Antiques, Candle Sticks, etc. Covers wood-working, metal-working, lathe work, leather craft, toys, copper, brass and pewter work. Explains use and care of tools. A real "How-to-do-it" magazine. Scores of large, clear drawings make every step simple as A B C.

SIX MONTHS' TRIAL $1.00

Send $1.00 today for trial 6 months' subscription. Money back if not delighted.

POPULAR HOMECRAFT
787 N. Michigan Ave. Chicago, Ill.

Trial 6 Months $1.00

DIVING BOARDS

Minimize breakage and replacements by installing the new "American" Regulation Diving Board. This board is constructed of sections from vertical-grained hardwood lumber.

This new board has created a growing popularity among professionals who have used it in diving contests. Send for our Water Catalog showing a complete line of Water Sport Devices.

AMERICAN PLAYGROUND DEVICE CO.
ANDERSON, INDIANA

In Honor of Mr. and Mrs. Sidney A. Teller.—On January 14th, Pittsburgh, Pennsylvania, through a testimonial dinner paid tribute to Mr. and Mrs. Sidney A. Teller to mark the fifteenth anniversary of their service to the city through the work of the Irene Kaufman Settlement and other civic activities. Mr. Teller, who is well known to recreation workers, reports he has passed his thirtieth year of social service as a volunteer or paid worker.

Park Extension Policy of Illinois—The first requirement of a State park site as outlined by the Illinois State Board of Park Advisers is its quality as a recreation area due to its natural beauty, its unusual scenic or historical interest. The second requirement is that it be an economic investment worth to the people of the State whatever sum it may cost. Briefly, Illinois' new park policy is as follows: (1) To preserve and mark the most important historical sites and events which are connected with early pioneer or Indian history; (2) To set aside as public reservations these locations which have unusual scenic attractions. Such areas should be large in size, preferably not less than 1,000 acres in extent; (3) to preserve large forested areas and marginal lands along the rivers, small water courses and lakes for a recreation use different from that given by the typical city park so that these tracts may remain unchanged by civilization so far as possible and be kept for future generations. Such areas should be acquired in units of 1,000 acres or more and may be available as fish and game preserves; (4) To connect these parks with each other by a system of scenic parkways with widths varying from 100 to 1,000 feet as a supplement to and completion of the State highway system. At suitable locations along these parkways pure water supplies and shelters and comfort facilities of attractive design may be installed.

RECREATIONAL LITERATURE

(Please mention Recreation when writing companies)

01 Code Ball, the invention of Dr. William E. Code, is a combination of golf and soccer ball. resembles golf in that the playing field consists of series of holes of various lengths up to 300 yards ith a cup at the end of each. It is like soccer in that e ball, a hollow, inflated rubber one 6 inches in ameter, is kicked by the player, who may not use s hands once the ball has been put into play. The bject of the game is to negotiate the course in the west number of kicks corresponding to strokes in lf.

Two forms of code ball have been arranged—one, enclosed court game; the other, "Code Ball on the reen." The origin of the game and rules for playing th forms are described in an interesting booklet hich may be secured from the Code Ball Company America, 11 South La Salle Street, Chicago, Illinois.

15 "For the Safety, Health and Happiness of Young America," is the title under which the uden Playground Equipment Company of Ottawa, inois, has issued its attractive equipment catalogue. addition to playground and athletic equipment, ere is a section on beach and pool equipment, all of hich has been designed for safety. Copies of the talogue may be secured from the Louden Playground Equipment Company, Ottawa, Illinois.

16 As Mother's Day approaches the N. R. A. issues a last notice about the pamphlet, "Good mes for Monther's Day," with its suggestions for a nquet, a game party and an amusing play to introce after the banquet or at the party. A list of ems, plays and songs supplements the bulletin. ice $.25.

There is, too, "What Is Home?" a Mother's Day medy for five girls and one boy. Price $.10.

Special Certificates and College Degrees for Students and Teachers

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PENN STATE SUMMER SESSION

July 5 to August 12

Wide variety of graduate, and under-graduate courses. Prominent coaching staff. Modern gymnasium. An ideal environment for health and study.

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Equipment

As pioneers in the field of playground equipment manufacturing we have developed a very complete line of playground devices of superior quality and design. The safety, strength, and durability are features of American Equipment that have been kept uppermost in mind at all stages of its design and construction.

Our ever increasing volume of business is evidence enough that our customers are highly pleased with "American" built devices.

Send for our catalog which lists our complete line.

American Playground Device Co.

ANDERSON, INDIANA

THE CHILD AND PLAY

By

JAMES EDWARD ROGERS

Director, National Physical Education Service

National Recreation Association

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A "Hikers' Mystery Express".—The Great Western Railway recently started something new in railroading, according to the *New York Times* of March 26th, when a train pulled out of Paddington Station, London, under sealed orders. The travelers had no idea where the train was going. All they knew was that they had bought round trip tickets for $1.00 and that the train would take them to some beautiful part of the English countryside. The adventure drew 2,000 hikers to the train which was run in two sections. Just before starting the engineer received secret instructions in a red sealed envelope. After an hour's travel the hikers found themselves at Pangbourne on one of the most beautiful stretches of the upper Thames, where the return train met them in the evening.

Soap Carving Projects in Lynchburg.—There is much interest in the soap carving contest being held in Lynchburg, Virginia. Ten articles have been sent in by jail prisoners to be judged in the contest. A young prisoner recently arrested for housebreaking, started this jail occupation with an old razor and small pieces of soap. Some of the finished products are excellent.

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Progress at Oglebay Park.—Attendance at Oglebay Park, Wheeling, West Virginia, in 1931 established a new record when 153,561 people took part in organized activities. This figure took no account of the thousands of visitors to the park as hikers, motorists or sightseers. Attendance at the park in 1930 was 140,410, while the 1929 figure was 110,563. Greatly increased use of the park's golf course, larger attendance at the nature museum, additions to the day camp total and the popularity aside for exhibition purposes as much as may be necessary of some 150 acres of land belonging to the Buffalo park system, which will now become an important link in the chain of parks. On this site, to be known as "Centennial Park," will be erected the Centennial Stadium and the transportation exhibit. The stadium, seating 25,000 people, will be the scene of the entertainment and recreational features, such as community and military parades and pageants, folk dancing, track and field events, the presentation of a chorus of 10,000 voices, group singing, and the Washington Bicentennial exercises. The centennial, it is hoped, will stimulate civic pride and unity and develop a clearer appreciation of the city's possibilities.

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"Art for Hobbies Sake!" — A chef shared honors with a clothing manufacturer, and an automobile station owner with a rubber firm's representative when the Twenty-second Annual Exhibition of the Associated Arts of Pittsburgh opened on February 11, 1932, in the Carnegie Galleries at Pittsburgh. These are the bread winning pursuits of a few of the business men whose pictures have been accepted and whose works now hang beside the best of the city's professional artists. A well-known advertising man exhibited a number of flower pictures. He paints pictures for fun, working at them usually on Saturday afternoons and Sundays.

The Pittsburgh group is only one of a number of groups of business men who find in art their hobby. Recently there was an exhibit of paintings and photographs at the Berkshire Museum in Pittsfield, Mass., shown by the Berkshire Business Men's Art League of North Adams.

An Institute for Liberal Education.—A new plan for bringing the benefits of a liberal education to business and professional men and women who have not had time for such study or who wish to review is outlined in a booklet issued by the Institute for a Liberal Education, 1221 Baltimore Avenue, Kansas City, Missouri. Dr. John A. Lapp, head of the Department of Social Sciences, Marquette University, is educational counsel of the Institute, which has planned a course of study for adults in liberal culture and is preparing suitable introductory texts. The work has been completed for forty subjects in twelve fields of learning and will be published in forty assignments of approximately 25,000 words each. The method to be followed will be primarily the organization of classes to be conducted for two academic years with resident leaders. Wherever the community is not of sufficient size to warrant such procedure, the course and service will be offered by the correspondence method.

In Spite of Less Money.—In spite of a decrease in staff personnel of one-third and in funds available of more than $3,000, more than ten new activities have been added to the program maintained by the Division of Recreation in Pontiac, Michigan.

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New Books on Recreation

Singing Cowboy.

A Book of Western Songs. Collected and edited by Margaret Larkin; arranged for the piano by Helen Black. Alfred A. Knopf, New York. $3.50.

It has often been observed that folk songs reveal more fully than any other mode of expression the typical characteristics of the people from whom they have sprung. However fully the feelings expressed in folk songs of one nation may be realized by the people of other nations, there are essential differences in melody, rhythm and in what can only be called the inner natures that characterize the people who have through generations given to it their voices and feelings. It is possible to learn much about the life of American cowboys through scholarly accounts, novels, paintings and other representations, but next to actually being a cowboy, nothing can give so full an insight into the life as can such a book as Miss Larkin has provided. The songs themselves, if sung as they should be, could alone merit this statement, but the combination of songs with many illustrations taken from old sketches, a very enlightening introduction, and revealing comments throughout the book, do everything but take you bodily out to our Western plains, set you on horseback and turn you into a veteran cowboy in charge of a herd of dogies.

The book contains forty-two songs, a few of which have been quite familiar. Among the latter are "Bury Me Not on the Lone Prairie," "The Cowboy Lament," and "Home on the Range." There are two variations of "Git Along Little Dogies," of which a third version has often been sung over the radio during the past year. Many of the songs are borrowed from English and Scotch ballads and American popular songs of the day. But we can welcome Miss Larkin's collection with applause and with pride in possessing, as Americans, what is at least the beginning of a real and admirable folk lore. Several of the songs should find their way into community centers, playgrounds, camps and other places where singing may be carried on with pleasure.

—Augustus D. Zanzig.

Manual for Cottage Mothers in Institutions.

Child Welfare League of America, Inc., 130 East 22nd Street, New York. $.50.

Here is a manual which has long been needed. It deals in a practical way with the problems which cottage mothers and other institution workers are facing; with such subjects as Vital Relationships, Health Needs, Mental Hygiene, Character Development, Diet and Home Economics, and Working Conditions and Wages. An entire chapter is devoted to Play and Recreation, and the book concludes with suggestions for a bookshelf for cottage mothers.

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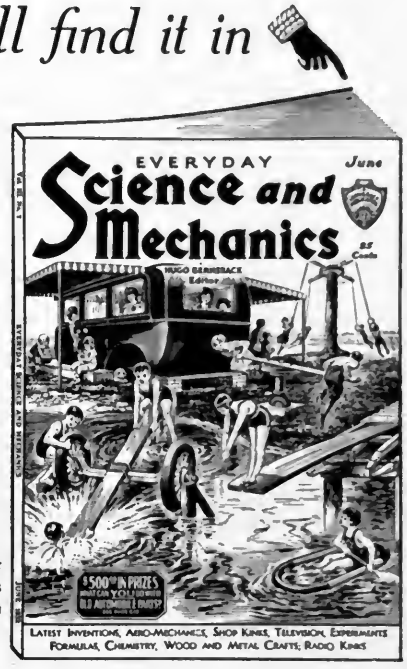

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Mind and Hand in Adult Education.

The British Institute of Adult Education, 39 Bedford Square, London, W. C. 1. 2/6.

This interesting book, which brings together the addresses given and papers read at the tenth annual conference of the British Institute of Adult Education, contains discussions on education for vocation and leisure, including techniques and crafts, the visual education of the adult, and the teaching of art, music, rural arts and crafts and languages. Of very immediate interest are the discussions on adult education in relation to unemployment and leisure.

Methods in Physical Education.

By Jesse Feiring Williams, M.D., John I. Dambach, M.A. and Norma Schendener, M.A. W. B. Saunders Company, Philadelphia. $2.25.

Here is a text book for professional students in major or minor courses that are concerned with methods of teaching. A wide range is covered from general considerations in educational theory to particular methods in selected activities. Practical teaching suggestions are included, such as methods in teaching swimming, gymnastics, dancing and athletics.

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The Play of Nations

THE RECREATION CONGRESS at Los Angeles will be the first occasion on which the nations of the earth will meet together to plan for the attainment of life and happiness by all their people.

We call our subject Recreation, but we all know that the word in its general usage is inadequate, that what we are seeking is the rediscovery of those streams of thought and action in the current of which, if ever, we become alive.

It is an interesting circumstance that such a meeting should take place at a time when the people of the world are suffering from a moral and physical depression almost unprecedented. It is as though we all had found ourselves convicted of having made a sorry failure of our prosperity and had resolved to make a better use of it in future. I think that such a time for meeting is auspicious. The sources of human life and happiness that we are seeking are international, older and more deeply rooted than our differences. Every nation has its song, its games, its art, its drama, and its literature, its own approach to truth and understanding; each has its flag, the symbol of its personality; each brings its special contribution to the whole. But the muses that have whispered to us are the same. It is because of this happy combination of unity and variety that we should meet and that we shall some day form a team.

The children know all this and always have. They dance, they sing, they dramatize, they make up little epics at their work and speak in verse if not in poetry. They understand the arts of war and peace and practice them. It is we grown-ups who are ignorant. We come here to take lessons from these little cosmopolitans who have, from China to Peru, through all the centuries, preserved the universal genius of mankind.

It is to the children, learned professors of this subject, versed in the experimental method of approach, yet compromising nothing of their inborn sense of values, that I commend the assembled scholars of this conference.

Joseph Lee

Wanderlust!

Courtesy Minneapolis Municipal Hiking Club, Board of Park Commissioners.

There's a tingle in the breeze that tells me autumn roams afield;
There's a tang of coming snowflakes in the air;
There's a freshness and a bite in each dewy starlit night,
And it's forth along the road I want to fare.

Oh, if I could be a gypsy when it's autumn in the woods,
And the hoar-frost sparkles at the break of day,
I'd be glad to travel on in each rosy, new made down,
There's be nothing that could bid me pause or stay.

--Mildred A. Smith.

From *Footprints,* 1931, Minneapolis Municipal Hiking Club.

s Play Vanishing from Playgrounds?

A problem of vital interest to all ecreation workers is discussed.

By MARGARET T. SVENDSEN
Institute for Juvenile Research
Chicago, Illinois

How does the boy himself feel about it? Does he want to make and sail his boat in competition?

T is one of the first days of spring. In one corner of the ayground a group of f girls have gathered jump rope. They e the instructor ap-oaching them and tempt to get out of r way, as she calls t in their direction, Girls, the rules for e rope contest came day."

"There you go oiling our fun."

"We don't like that bunk holding our feet."

"Why do we have to do all of those exercises?"

e a few of the remarks that greet her announce-ent.

There seems to be little question but that play-ound executives are convinced of the value of mpetitive enterprises. The trend, in fact, seems be in the direction of increased popularity. In ecent issue of this magazine, for example, one ds the statement: "In connection with a drama rnament, the playground directors seized the portunity for introducing a handcraft competi-n in the form of a contest for the most artistic gram." Because of this trend toward more d more contests, some of us are moved by a scene such as the one described in the first paragraph to ask: Are we giving enough thought to the way children feel about contests? What happens to the personalities of the children who take part, victors and vanquished alike? Is there not some evidence that we are overstressing the desirable, and tending to overlook the undesirable effects of competition?

The case for and against competition

This month Recreation is presenting a challenge to recreation workers in the publication of two articles, one by Miss Svendsen of the staff of the Institute for Juvenile Research, Chicago, the other by V. K. Brown of Chicago. Some of the "pros and cons" of competitive play activities are presented. You may agree with one point of view, with the other, or not wholly with either! In any case, you will find the articles stimulating and well worth your careful thought. They will, we hope, serve as a basis for further discussion. What conclusions have you come to from your own experience? Send us your comments so that we may have a presentation of all points of view.

Before taking up any of these specific questions, it might be helpful to see how the present type of playground program, characterized by a continuous shifting from one competitive venture to another, evolved. Prior to a decade or so ago, athletics was the major playground activity, and the only one to be competitively conducted. It became evident soon that the children not interested in athletics were being neglected. As one authority put it, "Playground directors did not make it respectable for a boy to acknowledge an interest in anything like kites." Activities of this type were therefore incorporated into the program. At the same time, to insure them equal

dignity with athletics, they were standardized and promoted competitively.

To some of us it appears that the need felt by playground directors to elevate an activity like kite flying to the dignity of athletics by some artificial means, reflects their adult apology for this activity; also a tendency to evaluate everything in terms of athletics, rather than in satisfaction to the participant. In our experience in interviewing children about their play activities, we have observed no reluctance on their part to admit an interest in kite flying, up to the age of twelve or thirteen. It is of course true that beyond this age kite flying, particularly if it were an exclusive interest, might cause a boy to be considered "queer." On the whole, however, children do not, like adults, feel the need of justifying a play activity. The fact that it affords them pleasure is sufficient.

Much as one may question the practice of conducting all play activities under competitive conditions, the broadening of the program did have desirable consequences. It provided for children of a wider age range and of more diverse interests. Concentration on athletics to the exclusion of other pursuits was discouraged. All-round development for each child became the slogan, the means for achieving it, a system of points.

Contemporary with the recognition of the need for more variety in the playground program, another idea took hold, which likewise helped to shape the present philosophy of program planning. Not only do children crave variety in their play lives, leaders pointed out, but their interest in any given activity is of short duration. In order to keep their interest and to satisfy their need for continuous novelty, it is necessary to move on quickly from one activity to another, while the enthusiasm is still at a high pitch. The leaders who spoke thus sensed accurately the universal craving for new experience. They appear, however, to have failed to recognize that not all people like to do the same thing at the same time, nor do they all lose interest in a given project at the same moment. Equally true is it that they do not all desire the same types of new experience. One might draw the analogy between a group of children being put through the paces of a ready-made competitive play program and a party of travelers on a conducted tour. The disappointments to individual travelers are a matter of common knowledge.

The Playground Director's Problem

Granted that maximum satisfaction for eac patron is the aim, the question for playgroun leaders resolves, then, into a two-fold form 1. How can we reorganize our programs so tha the patrons will have more to say about wha activities should be promoted, and be allowe more leeway in selecting those in which they, a individuals, will participate? 2. How can we re vise our practices so that children may move o to new activities or enterprises at their ow choosing, rather than at our command? Any a tempt to answer these questions leads directly t a discussion of the main features of playgroun programs, which serve as obstacles to these end competition and central direction.

As far as can be determined, play leaders jus tify their present emphasis upon competition o the grounds that the competitive spirit is natura and universal. Granted! Cannot we assume then, that it will take care of itself? Will not tw children or two adults inevitably compare them selves? One wonders, in view of this fact, wh we play leaders feel the need to accentuate com petition artificially, as we obviously are doing Observe the way we are extending it to activitie which were formerly engaged in for the pure jo of creation, and forcing children up to 10 year of age, when they are at the make-believe stage i play, into competitive enterprises. Psycholog cally we cannot, at this age, expect skill to be a important factor to them. The consequences ar often serious! For example, one instructor tel of an experience with an eight-year-old girl wh became hysterical in the course of a relay-rac contest, throwing herself on the ground and cry ing. This child, together with the others of h age comprising the team, had, in the course of th elimination tournament, to repeat the same rela races six different times under highly competitiv conditions, in order to be eligible for the priz Can any prize or possible sense of mastery, com pensate for the nervous strain to which this eigh year-old child was being subjected?

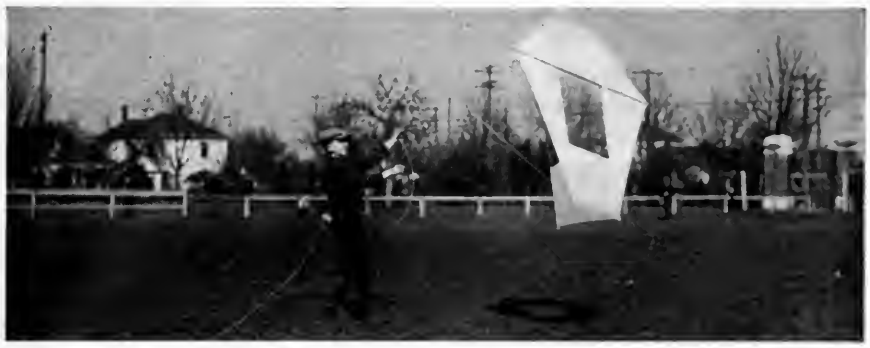
This particular illustration may be an extrem case, yet the fact that it should happen to ev one child presents something of a challenge our procedure. One wonders how many oth instructors throughout the country have had com parable experiences, not only with young childre but those of all ages.

When Play Becomes Work

One of the most unfortunate consequences

a competitive play program is the pressure placed upon the instructor which expresses itself in nagging. Activity robbed of fun takes on the character of work, and the relationship between the instructor and the child tends to become strained. Here is one child who says, "Oh, that's just like you, Miss S, we just learn the rope exercises and you hand us out some more *work*." When the competition is a handcraft project, with the necessity to have articles ready at a given time for an exhibit, the pressure is apt to be very intense. One instructor found it necessary to plead with a child day after day to work on her rug until 4:00 o'clock with the promise that "After this we'll play." Does it not seem a little inconsiderate to put pressure of this sort upon a child the moment he is released from school? Moreover, when the pressure of the schoolroom is transferred to the playground, where can children be expected to find relaxation? A hectic atmosphere may be inevitable in a work situation, but can we justify it in a recreation program, particularly in these times when everyone is already under heavy strain?

Not infrequently one finds with this type of program that the child works on his rug or gets into a marble contest as a favor to the instructor. As one child put it, "I don't know that I want another boat, but I won't let you down, Mr. Y." To place the child continuously in this position seems to be taking undue advantage of him, in that he is usually the one who has to give in. There is little doubt, also, but that often out of sympathy for the children, quite as much as from any deliberate intention to cheat, play leaders do all or a part of the work which is exhibited as that of children.



Courtesy Seattle Park Department

The satisfaction a boy has in kite flying is sufficient justification for including it in the program.

It is a well-known fact that under a competitive system an instructor is forced to give his major attention to the activity being fostered by the central office, regardless of the children's wishes at the time. Equally serious, if not more so, is the fact that in order to have himself and his playground recognized he must focus on the few children who have ability. Although various schemes have been devised to meet this criticism, such as points for the number of local entries in a contest, the fact remains that winning teams are still the quickest means to recognition for the instructor. In some instances even advancement in salary hinges upon it. Instructors, like children, are forced into the attitude, "Win at any cost!" In some systems the rivalry between instructors is known to amount to hatred and has found verbal expression in the presence of the children.

It goes without saying that the play leader who is under constant pressure to get things done and to produce winning teams, can have little time to know his children as individuals, without which knowledge personality guidance is impossible. The gap between adults and children is difficult to bridge at best, even when the older person is at ease and sincerely interested in getting close to the child's interests, wishes, and ambitions. A hurried manner on the part of the instructor and concern with getting children to do as he wishes, may produce articles which can be placed on exhibit, but it precludes anything more than a superficial relationship between the instructor and the majority of his children.

Social workers making inquiries of play leaders about the adjustment of individual children, find often that they know little more about the children with whom they deal in their classes, than their names. This is perhaps inevitable, considering the large number of patrons with whom they deal. It would also seem, however, to grow out of the fact that despite the fact that we contend we are more interested in what happens to the child than in the activity itself, as our playground programs are now organized, the success of the project must come first. To illustrate: are there not instances where a star player,

because of his attitude or behavior, should be kept out of a game, yet because of his importance to the team is retained? Obviously under such circumstances, personality-needs are sacrificed to points for the playground.

Courtesy Seattle Park Department

The competitive element in athletics has become traditional. Is it desirable to extend it to all other play activities?

The Advantages for the Administrator

Granted that there are these undesirable features of competition, what does it have to commend it? The chief advantages would seem to accrue to the administrator. With this type of program, he can be sure of activity on every ground. It keeps the weak instructors, particularly, from getting into a rut. All instructors try harder under a competitive scheme. Exhibits and contests are excellent advertisements, and since playgrounds are publicly supported the importance of showing results cannot be ignored.

Let us examine one or two of these points further. What the playground administrator is in reality saying then, is that he distrusts his instructors. Experience shows, he points out in his defense, that there is something about a playground which makes even the best leader reach the stage where he is contented to hand out a bat and ball and call it a day, unless there is external pressure to promote projects. Granted that this be true, is one justified in exploiting children by subjecting them to demands in excess of what they can stand physically and emotionally, because instructors are inadequate? Instead of applying more and more pressure in the form of additional competitive enterprises, would we not possibly make more progress if we addressed ourselves to the reasons why instructors fall down on their jobs, and seek remedies for these?

Although first-hand evidence should be sought, the following suggest themselves as possibilities: Mental Hygiene authorities point out that laziness is closely akin to discouragement. People become discouraged when they fail to win recognition. Is it not possible therefore that the instructors who become inert do so because they grow discouraged? Some undoubtedly because of immaturity or inadequate training, are not properly qualified. Others, however, are in need of encouragement, advice, and recognition for the effort they make. In this connection, the administrator who meets the complaints of his instructors that a ready-made program ties their hands, by saying that there is nothing to prevent them from trying additional projects locally, fails to recognize that one reason they do not do so, is that such local projects do not win for them the same recognition from the central office as a winning team in a city-wide competition. Naturally, there is diminished incentive. Moreover, like children whose parents regulate every detail of their lives, they come to depend upon this direction and are lost when it is removed because they have not developed habits of resourcefulness and self-reliance. There is also real need for relaxation after periods of intense competition.

Some of the reasons for discouragement in instructors would seem to be inherent in the job itself. Take only the large number of patrons for whom one instructor is responsible, the diversity of their ages and the inadequate facilities. In many instances, as we well know, there is only one indoor workroom. Here is a problem in social organization to challenge even the most experienced worker. Considering the fact that most of our instructors have been trained to teach skills rather than to organize people for activity, is it surprising that they often develop a hopeless attitude. Left to his own devices on a playground where can a new instructor go for advice in regards to organization principles? Our training

courses are still very weak in psychology and sociology of a practical nature.

Disadvantages from an Administrative Viewpoint

Granted that a competitive program has decided practical advantages for the administrator, are there any disadvantages? Chief among these would seem to be the difficulty of keeping the numerical value of activities in their point systems satisfactory to the different instructors and children. The immense amount of bookkeeping also presents a problem. Some playground directors have already abandoned point systems because they questioned whether the clerical work justified itself in value to the patrons. Others feel convinced that it does. On the whole, to the administrator who must produce results quickly, the advantages of a highly competitive program would, however, seem to outweigh the disadvantages, unless he is concerned with the subtle implications of his job. In so far as programs heighten nervous tension in patrons and instructors alike and destroy self-confidence in numbers of children, to that extent does the soundness of our procedure seem open to question. Moreover, are we justified, particularly in a recreation program, to ask that the spontaneous interests and wishes of the patrons be repeatedly sacrificed to points for the playground?

"The ideal point system might be considered one which would permit and encourage child interest to dictate child activity, and activities for which points are given would be representative of the child's real interest in events out of which future and more wholesome activities naturally flow."
—*Public Recreation Commission*, Cincinnati, Ohio.

Play leaders have themselves long been aware that one of the most serious consequences of a highly competitive program is the discouragement which besets the many who can never reach the top. It is encouraging to see that steps are now being taken to remedy this state of affairs. Until quite recently, however, it has generally been assumed that to the victor in the form of increased self-confidence, only value accrues. Is this the case? Recent studies show startling results of the damage done to the physical condition of athletic stars. What of the effect on their personalities of the excessive amount of attention they receive, and of this primary concern with their own success? Is this the kind of personality which is most effective socially? Experience in mental hygiene clinics points to the fact that a strong desire to excel, and undue concern with one's own success are tendencies which serve to isolate a person from his fellows, contributing thus to social maladjustment rather than adjustment. This fact is often recognized by performers themselves. For example, one 15-year-old Marathon swimmer said, "The girls knew that I would probably win the trophy, and they seemed to resent it. I imagine that they sort of imagined that I should not go in the event every year—that I should let somebody else get it. The year I got two I felt greedy. I felt that I ought to give one to the girl who came next." Continuing to speak of trophies, she said, "When I was younger I wouldn't have tried so hard if there weren't trophies. Now that I have a lot I don't care. I recognized myself that it was just show-off, but nobody said anything about it."

In mental hygiene clinics we have an opportunity to observe the consequences in adult life when show-off tendencies are exaggerated. Those who have had an excessive amount of attention in childhood seem to carry with them throughout life the need to be supreme and to be continuously admired. One recognizes them in the business tyrant or the dominating parent. Since our playground programs, as now organized, exaggerate at one end show-off tendencies, and at the other, increase inferiority feelings, our claims for character building would seem to be based on hopes rather than facts.

The schemes now being devised to distribute recognition among a wider number of children, such as the focusing of attention on individual progress, are to be commended as steps in the direction of sounder procedure. Under any plan, however, where all of the children are expected to measure themselves against a given set of tests, personality casualities are inevitable. Try as hard as they may, some can never meet the standards set up. Is there not need to take more account of factors such as individual differences in mental ability, physical structure and rate of growth, if some children are not to win recognition without effort, and others be unduly discouraged? Our adult efforts to focus attention on individual progress will, moreover, have little meaning for children, unless there is an accompanying de-

crease of emphasis on competition between individuals and playgrounds.

How Is the Problem to Be Met?

There are among recreation leaders those who are quite ready to admit that competition has been overdone. "But what can we do," they ask, "when it seems to be what our patrons want?" Obviously there is in all of us a strong desire to outdo our fellows. It is certainly true that trading on this impulse is the easiest way to get people to do things, particularly things in which they have no great interest. There does remain the question, however, of whether competition with others is the only way in which we derive pleasure. If so, why do little girls play with dolls, boys construct, on their own initiative, aeroplanes in basement workshops, people of all ages join clubs, go on hikes, and the like? Apparently some activities and experiences are enjoyable in themselves, quite apart from the fact of being competitive. If our patrons demand only, therefore, opportunities for competing with others, have we not perhaps excessively whetted their appetites for points and prizes, and overlooked, in planning our programs, other possibilities of satisfaction?

"All very well," play leaders say, "but let us be practical." How are you going to keep interest without a competitive point system? There seems to be some evidence, they point out, that after a project takes hold, competitive features can be dropped without sacrifice of interest or standards of performance. This was observed, for example, in connection with the puppet shows and several other projects in the South Park System in Chicago. It was contended that these projects would not, however, have assumed their present proportions if competition had not been used in the initial stages.

Is it possible to initiate projects and to keep interest without a competitive point system? First of all, are we not agreed that once we have struck an interest there is no need to worry about how to maintain it—that a genuine interest is self-propelling? The question is rather, therefore, how to keep children on our playgrounds without resorting to competition. If we must make use of artificial means to get our projects started and to carry them on, is there not a suggestion, at least, that we are failing to offer patrons what they want? An answer to the earlier question would therefore be, get better acquainted with patrons and build programs around their interests instead of trying to impose projects from above. Practically, how might one proceed to do this?

As a first step one should recognize that many children and adults have clearly-defined interests, which, were the leader interested in exploring them, could be discovered in conversation or by means of check lists. From among these it would then be necessary to distinguish those which can be carried on spontaneously without help from the instructor. With children this would be true of such activities as marbles, tops, rope jumping, games which they have for generations carried on by themselves. This would free the leader to concentrate on those activities with which the patrons need assistance, for example: dramatics, dancing, handwork, and the umpiring of athletic games. If the instructor on a particular playground were not trained to direct an activity in which interest was expressed, assistance from specialists or citizens in the community would have to be sought.

Recreation leaders who have tried to proceed in this manner know from first-hand experience, however, that some people do not have clearly defined interests. With such as these it is necessary to make suggestions, to offer, as it were, a bill of fare. Although in a sense this is what we are doing with our city-wide programs, we overlook in the administration of them the importance of freedom of choice. Whether we elect an activity or are coerced into it seems to make a tremendous difference. To the extent that we offer a child no alternative activities and make him feel that he is a poor sport if he does not enter our projects, we are exerting pressure.

In feeling that we must rely upon competition to initiate new enterprises, have we not failed to recognize the possibilities of using local demonstrations of activity, local exhibits, genuine enthusiasm for an activity on the part of an instructor or a few children, as means to awaken interest and secure participation?

"But interplayground competition builds community

"Play activities are frequently overorganized. Playground activities are by nature free activities and their supervision should be conducted to ensure this character. A time for free choice of playground activity should be definitely set aside so that particular play interests may be satisfied." -- From *Methods in Physical Education*, by Williams, Dambach and Schwendener.

loyalty. If we were to return to the older practice of allowing each playground to outline its own program this would be lost," playground leaders argue. Once again is this not a case of falling back upon competition as the easiest means, and failure to recognize other possibilities for building community loyalty which might in fact be more productive? Are we not overlooking, for example, cooperation as a means of strengthening loyalty?

One suggestion in this direction would be the organization of playground councils from among the patrons themselves, through which they would have an opportunity to share in the planning of activities and policies. Can we delude ourselves that we are training children for future citizenship when we fail to accord them the first right of democracy, a chance to express their ideas, and a hand in fashioning the program?

If our early attempts at the establishment of community councils were unsuccessful, is this not due to the way in which we set about to organize these groups? Merely to gather together a group of representatives from the different civic and business groups because we feel they should be interested in the playground, is not enough. Of the utmost importance is that at least some members of such a council have a vital interest in the playground to start with—the kind of interest which grows out of participation in activities. When one is assured of live problems to discuss.

The children and adults taking part in this checker tournament, held out-of-doors on a playground, are apparently finding it an activity of absorbing interest to them.

It is quite possible that we must continue with our centrally determined play programs for practical reasons: limitations in the training of instructors and the need to produce tangible results quickly. Yet without more local autonomy and less emphasis upon interplayground competition, it is difficult to see how patrons can be granted freedom of choice in activities. To meet this important personality-need would require fundamental changes in our playground philosophy and procedure. Something similar to the spread of activity now presented longitudinally throughout a year, would have to be horizontally presented. With a variety of projects being promoted simultaneously, the child could choose the one, or several, most appealing to his individual needs at the time. Then, instead of being moved on arbitrarily by the administration to the next project, he should be free to continue with an activity until he has experienced all of his satisfactions which it can afford him, and to proceed to others in the tempo or progression peculiar to his own personality needs. With a child who tends to cling to one activity, the instructor would need to determine whether this was due to: fear of trying anything new, recognition easily won, interest or ability above the average, and guide the individual accordingly.

That one instructor could administer such a program without assistance from specialists or volunteers seems doubtful. Yet this plan of organization of activities in groups around common interests, with the emphasis placed upon satisfactions to the participants rather than the winning of points, can, if we make it our objective, be more fully achieved than it is at present. Those who are interested will find much

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As to Competition

By V. K. BROWN
Superintendent Playgrounds and Sports
South Park Commissioners, Chicago

An executive who has served long in recreation describes his experience in developing competitive activities.

Courtesy Greenville, S. C.

Should activities of art significance, it is asked, be kept out of the competitive field?

HAS the recreation movement in general adopted a technique employing tests and contests, with other combat processes, to an extent which makes our procedure bad practice, educationally?

It is a question which few of us in the recreation leadership profession can answer with authority, as competent educators. The science of education has been progressing. We took some courses in our schooling, perhaps, years ago, but our reading has not kept us abreast of the newer advances in educational theory and practice, and not many of us can claim to be tactical experts.

We are interested laymen, however. Our work compels us to think in practical, if not technical ways, about educational values. That work puts us in a favored position; our patrons live so vividly and intensely before our eyes, and continue to do so over the course of years. They do not move into higher grades in the recreation center, to disappear. Their lives develop before us. We can't escape the tendency to draw conclusions from intimate observation of what experience does to people. We are associated with that experience in some of its most vital aspects. We see child life completely absorbed in its occupations, once it finds itself in some specialized interest of compelling appeal. We observe how the compulsion of that enthusiasm disciplines the enthusiast—or rather how it forces him to discipline himself. We see life organize itself around that interest, trace it through its evolving phases into the final patterning of personality. After years of looking on it is inevitable that we come to have notions about the effect of recreation on life.

Along with those notions it is only natural that we come to assume that our method of promoting those interests is associated with these results—that the method itself was responsible for getting people into the experience which transforms them. Miss Svendsen's paper in this issue challenges that assumption, specifically, in respect to our use of a competitive technique.

The National Recreation Association has asked me to open the discussion and interpret what we have been thinking and doing, in connection with her paper, to lay our observations alongside hers and see where our joint thinking leaves us. In doing so I make no claim of being an authority in the science of education. I merely believe that we can best collaborate with those who are sure of their scientific ground by offering our views for what they may be worth, in full appreciation of their willingness to be helpful in bringing the best thought on the subject to us for incorporation

into our practical operations.

I know that helpfulness is the spirit and intent of Miss Svendsen's article. I know, too, that she has had experience as a practical playground worker. She is staff member, associated with Miss Claudia Wannamaker, and the staff technicians have collaborated in giving us the views expressed in her paper. I have for them, and they deserve, extraordinary respect. For years they have patiently devoted themselves to exhaustive soundings into the hidden depths in the lives of thousands of children, inquiring into the causes of personality conflict. They have had no theories to hamper them. They have been surprisingly reluctant even in formulating a hypothesis. "Recreation" has persuaded them to break their habitual reticence, to give us the benefit of these years of expert study, in silent research into the facts of behavior. I think it a notable day in the recreation movement when they consent to do so. Their observations are not to be misunderstood as being the pronouncements of a set of theorists; they are rather investigators. We who rationalize our service into what we consider its basic principles are much more theorists than they.

"Friendly competition is manifested in a common field of enjoyment and brings to participants a dawning consciousness of 'a common purpose' and unifying principle··· Friendly competition, as a schoolmaster in childhood and youth, shows the way to zest in life, to mutual appreciation, to sympathy, to fairness, to generosity, to good sportsmanship."—*George E. Johnson.*

As I understand their case against competition as a tool which we employ, it is not directed against a frank and reasonable recognition of such elements in an activities program as are competitive in the nature of things, such as athletics and sports, for example. It is rather a challenge to the tendency to put on the same basis of competitive organization many of the other elements in a rounded program of service to play needs which might better be promoted, in their view, by other than competitive techniques. That hits my own department and its policies with especial impact, and it was doubtless for that reason that I have been asked to open up the subject for general discussion in these pages.

Use of Competition a Natural Development

None of us can claim, probably, certainly we can't in my own organization, that we came to use competition in recreation service administration as a result of any inspiration. The movement has taken up the competitive method of organizing, promoting, and operating our activities for the same reasons that the northern pioneer used logs to build his cabin, or the southwestern pioneer used dobe bricks—because it was close at hand and seemed adapted to our purposes. It was all about us, and naturally was the first thing we thought of. Life itself is competitive, with a brutal directness and cruelty which necessitates the development of protective devices in all living creatures. If we gave it a thought at all, when we started using the competitive method, we probably justified ourselves on the grounds that it does no harm to toughen the skin gradually against unavoidable bumps and abrasions. John Richards observed, early in the game, that human research has been for a long time following the trail of evolution, back to the brute, and that in our contribution to educational thought we might well concentrate our attention on the trend of evolution upward toward the man who may be brought into being. And taking stock of his urges to combat, which seem so prominent a part of the raw material with which he starts that finishing process, it seemed that some of those urges, at least, might be channeled so the effort of thew and sinew should take a direction making for social progress. We could rely on the ambition to win. It was not going to walk out and leave us flat; the old fighting instinct was too common a possession for that. But if we could take advantage of it, to enforce some of the things which were demanded by urges we couldn't rely on, then we might get somewhere.

Accordingly, we told our athletic aspirants: "Here, now, fighting fair is as much a part of the game as any fighting at all. It isn't a win until the way you win stands inspection. From now on in, we are going to decide champions by a little different score. In any contest the fact that you are there, on time, ready for action, will get you a score of twenty, win or lose—that's for Reliability. And if you play the game up to its finest traditions of fairness, taking adverse breaks and decisions square on the chin, like a man, without a yelp or whimper, you'll get an additional score of fifty, win or lose—that's for Sportsmanship. Then, if you come out on top as victor, in the contest, you get a score of thirty — that's for Winning."

It was an experiment, but it worked. We had been preaching sportsmanship with indifferent

result. We stopped exhorting athletes to be good, and merely put it up to them to get themselves in hand, and be good on their own account, or take the consequences, standing up. The change on our athletic floors was not merely notable, it was revolutionary and almost instantaneous. We decided that preaching sportsmanship — or anything else—was apparently in the world's championship class as a non-producer of results.

This method brought public opinion around to some standards of good behavior in sport. Before team followers had condoned sharp practice, if it succeeded. Now dirty play was attributed to inexcusable bone-headedness. Team members and followers, by public opinion, kicked habitual dirty players off teams, insisting that they were liabilities, not assets. Men who had gloried in the excuse that they "couldn't control their temper" set themselves the hurried task of learning to control it.

It worked all right. For almost twenty years it has continued to work. And because it worked in the out-and-out competitive field, we adapted the idea to a broadening program made up, in part, of activities which are not necessarily competitive in nature. That is the field in which Miss Svendsen thinks we are losing educational values by invoking a competitive spirit where it properly does not belong. Perhaps we are. I'm not sure about it either way.

But I'm not here to imitate the village drunkard in the window of the saloon hoping someone might give him another drink, who cocked a bleary eye at the sky and remarked, "Looksh 'sif it might rain!" A silence— "'N then again, it might not!"—another pause—"Am I right, or wrong?"

Does an exhibit always need the competitive element to be successful?

Purposes Served by Competition in Athletic Programs

I'm not ready to compromise to any such extent as that. For I think that competition, entirely aside from the athletic sports which cannot go on without it, has served a useful purpose in our service. For we began applying the principle to our general program as soon as we found it working as well as it did in our established competitive sports. We worked it out to apply, for instance, to wrestling, after it proved itself effective in solving some of our previous difficulties with basketball. Our idea was that it was bad organization on our part to present our athletes with a situation in which their ideals as sportsmen ran counter to their ambitions as athletic contenders. The ambition to excel was so powerful a motivation that the abstract ideal of clean sport gave way before it, when victory lay almost within reach, and might be grasped by taking some slight advantage of an opponent. We realized that in the heat of action it was expecting too much of our athletes when we looked to them to sacrifice their chances of winning a coveted success merely because someone had told them that the code of a gentleman is supposed to rule, even in the field of sport. Most athletes want to win much more than they want to be gentlemen, and when we allowed the situation to interpret itself to them in terms of conflict between ideals and ambitions, the responsibility lay on our faulty organization, if the ideals came out second best under the stress of that hard choice. We should not employ a system involving any such difficult alternative.

Our new scoring system was apparently succeeding in making sportsmanship, as an abstract ideal, pull in harness alongside the ambition to excel, and avoiding thereby a conflict situation. Under this system, it was no longer profitable to resort to foul tactics. As a result, a comparison of our personal foul records in the game of basketball with similar records in our nearby universities showed that there were less than one-fourth the number of fouls committed by our teams in their championship series as compared with the number

Photo by Elsner.

actually committed by the university players during the concurrent season. It seemed to us that a system working so well in the case of basketball was worth experimenting with in application to our entire program of competitive sport. With this thought in mind, we revised the system to make it applicable to such standard events as track and gymnastic meets, swimming contests, and the entire program of competitive athletics. Meantime, the announcement of results brought out some additional facts with respect to the new scoring system.

Since the loser might score 70 points out of a possible 100 by receiving credit for perfect Sportsmanship and Reliability, the losing teams apparently did not feel that all was lost when they lost the game. We had previously experienced great difficulty in keeping a losing team in their subsequent schedule of competition. Losers were in the habit of forfeiting the remaining games on their schedule—a fact which greatly interfered with the carrying out of our schedules, and which, incidentally, deprived our teams of practice essential to their future development as players. The new system had a marked effect on the number of forfeitures, and teams remained in the competition longer, apparently because the reports of competition credited them with something, at least, in the way of a score. In order further to encourage this new attitude, we began listing, from month to month after each park, the record of its entire series of representative teams, with the team scores in all of the competition held during the year to date, rating the parks in the order of their total score of points won in the competitive program. Even losing teams contributed, of course, to this total score of the park institution which they represented, and in order to see their park placed well in comparison with other parks the successful athletes encouraged their less successful co-representatives to stay with a losing schedule for the sake of what points they could pick up to swell the general total. Here we felt was a practical means of developing institutional loyalties and institutional spirit which was of incalculable help to us in attempting to evolve neighborhood consciousness and solidarity around our community institutions.

The zest of rivalry, the thrill of measuring one's strength or skill or ingenuity against that of one's fellows teaches youth to know both his comrade and himself. He learns by his failures as well as by his successes—if these are guided constructively—to respect worthiness wherever he finds it—in himself or in others. In smoothing the way for sensitive young personalities, let us not wholly deny to them either the joys or the lessons of keen, clean competition.—
W. V. Bingham, **Editor,** *Child Study.*

Extending the Principle to Other Activities

After this system had begun to show results, our next step was to add to the purely athletic program which had become traditional, certain new events which such a system now made possible, but which we had not been successful in inaugurating under our old process of promoting entirely independent and unrelated events having no direct connection with each other. We had wanted, for example, to add to our program some events appealing to boys who were debarred by physical disabilities from any chance of success in the more strenuous athletic contests, or for boys whose interests lay in other directions than physical. We felt that mechanical airplanes, sailboats, model motor-boats, kites and similar mechanical contrivances, might well compete in regattas or contests, but we had never been able to successfully stage such contests. One reason for our failure, we felt sure, lay in the fact that community opinion enshrined an athletic hero, but looked with no great favor on mechanical genius. Now, however, we were able to enlist even the proudest of our athletes in encouraging the lad of mechanical bent to add his effort to the athletes for the sake of community standing in the summation of points, and thereby dignify even a kite tournament in community opinion, and also in the estimation of the boy, who rather shamefacedly was really interested in kites but had not dared to admit that fact, for fear of losing prestige in a chorus of derision which would previously have greeted any acknowledgement on his part of such an interest. Whether this was indeed the reason, of course, one cannot say, but certainly the system of competitive scoring was inaugurated and applied to these craft activities, and for the first time in our experience we found ourselves able successfully to promote such craft activities with no lack of entrants, where we had previously bulletined announcements of such activities without getting any response from the boys of the park neighborhoods.

Finding ourselves successful in adding this newer type of event to our established athletic program, we then went still further afield, and added some events which were not even mechanical but were rather of aesthetic appeal—such events, for instance, as a lantern parade, a paper flower show, a competitive doll exhibit, puppet show, sand court construction contests, and the like, where the fundamental interest, so far as we could see, lay rather in the creation of objects of beauty than in objects of mechanical performing abilities. I have no doubt that the scheme of scoring all performers to the credit of the community they represent was an important factor in our success in adding events of this sort to our annual program.

I think, beyond question, the competitive system materially helped us in getting many of these activities underway. After they got underway, however, there began to develop objections to their competitive organizatioin. Some of the athletes began to complain that events of this sort, if unsuccessful in their communities, tended to drag down the actual athletic accomplishment which they had themselves scored in the physical sports and contests, and thereby cheapened their achievement. Even some of our staff objected that we were defeating the fundamental educational values of events like the lantern parade by involving the competitive spirit in an endeavor which should stand on the plane of art for art's sake, and where freedom of imagination should be granted everyone interested in working out his own ideas of beauty, without regard to any hampering thought as to how his product would appeal to a set of judges when it was presented in a competitive review. Other members of our organization insisted that we were overdoing the competitive idea in bringing our various neighborhoods together only on a basis of trying to outdo each other in every event, that we should now step into a field of bringing even rival communities into common enterprise from time to time cooperatively, in a pooling of effort, rather than competitively, in a contest of effort.

The drift, as I see it in looking on from the central administration office, is now toward a restriction of the competitive motive to those things which are more in their nature dependent upon a combat form of organization, such as our athletic and sports competitions, and leaving events which have any art significance out of the competitive field entirely. Our photographic exhibit is now an exhibit, without the prize and competition motivation. For the last two years we have staged our lantern parade on the water, in the form of a review of decorated boats, in a Venetian Night spectacle, entirely outside our field of competition. Our puppet shows are no longer contests in Marionette drama, but rather a series of expositions in which each park presents its own playlet in turn, with no thought of out-doing other parks for the sake of score.

Perhaps we have outgrown the stifling effects of tradition and no longer need the competitive motivation to help us in inaugurating a new event. Perhaps, unconsciously, the educational limitations of the competitive spirit have forced themselves upon our attention and compelled us to change to a sounder basis. Any person who has had long experience with competition certainly must realize that there are serious implications in an exclusive competitive technique. In the attention we give the victor we are likely to assume that dealing with competition we are dealing with success, whereas in reality competition is a machinery pointed, in the main, toward failure. Only a small percentage can ever achieve dignity and a consciousness of power or capacity out of competition. It is the machinery of defeating all except the absolute best in any endeavor. Whether the values of success for the few offset the losses incident to failure for the many, is a question which I, at least, am not competent to answer.

In my own administration we have attempted to offset this numerical preponderance of failure, however, by increasingly splitting our competition into more and more refined classifications, in order to pass such success as does result, around an increasingly larger circle. We have worked out the techniques of scoring on a basis of age aims, of splitting performing ability in various games up into component and isolated skills, and testing each of those skills, in turn. We have analyzed success into highly specialized skill in an individual event, such, for example, as a dash, on the one hand, and into high grade proficiency, not reaching steller proportions in any individual event but making for all around ability in a large number of events; and we have even taken our athletes where they are, at a beginning of a season, repeated tests week by week for a period of time, and scored the improvement shown over this period of time, to encourage the person of low original performing level to invest his time and

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Serving Your Community Institutions

What are you doing for the children in the institutions of your city? Here is a very challenging field of service.

By ERNA D. BUNKE

National Recreation Association

Courtesy Albany Orphan Asylum.

In boxing, baseball and sports and games of all kinds you will find them hard to beat!

IT is spring and along with the first blue crocus and the first yellow daffodil comes a warm, happy sense of "aliveness." Discarded and forgotten ideals march disturbingly before us and once again our thoughts and dreams are of youth—of happiness—of conquest.

Perhaps you, a leader in the recreation field, are sitting beside an open window with your chair tilted back against the wall, your hands behind your head and an earnest thoughtful expression in your eyes. Perhaps you are thinking, "What more can I do to serve my community?"

If you are, you can bring your chair down with a convincing bang—you can pound your desk in true dramatic fashion and you can say triumphantly, "I have it, I have it—blind, deaf, crippled children! Children in orphanges, hospitals, reformatories! What an opportunity!"

It is indeed a chance to give some fine help to your community, a chance to bring song and dance to those who sing and dance but little.

The Problem

There are approximately:

123,000 children in institutions for dependents.

23,000 children in institutions for delinquents.

22,000 children in Day Nurseries.

160,000 men and women in Homes for the Aged.

There are thousands of children in institutions for the deaf, blind and crippled. This is a challenging problem.

Modern child welfare programs point more and more toward the placement of children in foster homes, but institutions will be with us for many years to come and perhaps institutions of a certain kind will always be with us.

Food, shelter, clothing, education are provided. Yet institutions, because of their very nature, cannot provide that individual attention so necessary to the fullest development and happiness of the children.

Recently a group of women were asked to tell some of the experiences of their childhood which had made deep impressions upon them. Selected at random here are a few of their replies:

"I loved sitting in an apple tree in our orchard, eating apples sprinkled with salt and reading over and over 'Anne of Green Gables'."

"We had an old express wagon and an imaginary milk route. Every morning we left 'milk' at certain stones or trees. We collected tickets and then came home to a lunch which Mother served to us on the lawn near a big pine tree."

"Mother saved all her slightly worn dish pans for us so we could use them for coasting down the hill."

"I will always remember how we got up early mornings to pick the first May flowers and dandelions. We took them, wilted and drooping, to a neighbor."

"I think the thing that stands out most clearly in my mind is my constant bargaining with God. If I were lost in the woods near our house there would be a scared plea 'Oh, God if you will let me find my way out I will read four chapters of the Bible when I get home.' 'If you will let me go to the party I won't read stories in school anymore.' 'If you will let my hair curl I will never, never tell another lie.'"

All simple, normal experiences, many of which must obviously be denied to children in institutions. How can 260 children get up early to pick May flowers? How can 100 girls sit in apple trees and read "Anne of Green Gables"? And yet the desire to do those or similar things is present in the minds of children in institutions as well as in the minds of those children who live at home. A satisfactory outlet for these desires must be provided in some way.

Not only baseball but volley ball has its enthusiastic supporters.

Courtesy Albany Orphanage.

A Recreation Program May Be the Answer

Perhaps the nearest approach to a solution is an adequate recreation program. If the primary purpose of institutions is to provide the resocializing and rehabilitating influences so necessary, they must remain an integral part of their communities. Recreation of a fitting kind tends to provide the necessary carry-over influence of the outside community into the more restricted environment of the institution, and not only does it influence the children but it provides within the employed group an awareness of the social service content of their jobs. There is no institution too large or too small to provide some degree of recreation and it is important to have that recreation in the hands of an expert.

If the executives of all institutions firmly believed this statement, if trained recreation workers could be employed in all these institutions, then the problem would be comparatively simple. But—

"We have no money for play."

"Don't you think you're going a bit too far when you say we have to have organized leisure time for our children? Why, when I was a boy—"

"I tried having a recreation director and it didn't work. I had to force the children to go out with him for calisthenics and drills."

"No, we have no play problems because we have no time for play."

Failure to see the real value of play—a wrong conception of play—religious conditions—all tend to influence recreation in institutions. Often the chief stumbling block is lack of funds.

Over two years ago the National Recreation Association started a new service—the

promotion of Play in Institutions. This work was initiated because of a demand for help from people working in institutions. "What games can our boys play after supper?" "How would you conduct a cottage drama tournament?" "What sort of play equipment should we have in our baby playroom?" These are some of the questions asked. Usually the Association goes into an institution upon invitation only. A study is made of their play facilities, both indoor and outdoor, their play time, their leadership problems and their program. Suggestions of a practical nature are then submitted to the institution. There is a special bulletin called "Play in Institutions" sent to the various institutions whose purpose is to stimulate interest, to bring new recreation suggestions and to serve as an exchange of ideas among institutions. The Association has visited about 300 institutions throughout the country and has about 450 institutions on the bulletin mailing list. It has conducted nine training courses for the workers of institutions. A very cordial reception has been given to this service. Workers in institutions have real problems and they welcome assistance.

The magic of "Once upon a time" casts its spell on children in institutions.

Courtesy Reading, Pa., Community Chest

Municipal Recreation Departments Are Helping

Many municipal recreation departments are giving some splendid help to institutions in their city. Louisville has a traveling instructor available to institutions once or twice a week; it has a year round Service Bureau which furnishes leadership and equipment for picnics, parties, banquets; it offers and encourages the use of its very complete recreation library; it invites institution workers to enroll in the training courses; it arranges for certain groups to use the swimming pool free of charge; it maintains a "Roving Storyteller," available at any time by appointment; and it meets with local social agencies for promoting a unified—cooperative program.

Philadelphia may well be proud of having a full-time director of Play in Institutions. This worker is employed by the Philadelphia Playgrounds Association and gives constant personal help to institutions, holds training courses for the workers, organizes and trains volunteer workers. The Association issues attractive little memoranda with green and orange covers and constant reminders of the service they have to offer.

Were you thinking of—laying out a new playground? buying equipment for baseball?

Do you know where you can find—active and quiet games? rainy day games? puzzles?

Did you ever try a — play day? shadow party? fun night?

In Albany the recreation department sends a summer worker into institutions, and throughout the entire year the institutions in the city are invited to participate in any of the city-wide playground contests.

In San Francisco special programs such as Christmas plays, the playground circus and a folk dance festival are taken to the County

Home and the hospitals. The director says, "The old people seem to love the playground children. Their faces just beam while they watch them play."

The Department of Playgrounds, Washington, D. C., contributes to the recreation program of a number of institutions of the city, lending play leaders and conducting activities. It places a year-round worker at the children's hosptial. The director says, "The problem is complex. The activities for sick children are so few and the utmost delicacy is required for handling cases of heart trouble and of hopelessly crippled children. The worker adapted to the situation must be rarely gifted, infinitely gentle and incapable of discouragement. Our worker uses storytelling, little songs, ingenious handcraft projects for which the materials are easily available and yet very light to handle, and rhythm in talk, song and motion as a means of spiritual relief from suffering."

Recently this same worker carried her service out of the hospital into the homes of a number of children who are crippled or have a heart disease. She states, "I have visited many of the homes of these unfortunate children and have pointed out ways of using crumpled bits of paper to make chains or scrap books. I have always met with cooperation on the part of the parent and believe that as this plan progresses we will find homes growing more orderly, children and mothers awakening to the joy of making pretty things, saving bright paper, collecting sprays of leaves and putting to use strings and scraps which would otherwise be thrown away."

Reading Pa., was one of the first cities in the country to devote considerable time and effort to this phase of work. It now has a year-round trained recreation worker and offers the services of this worker to institutions at least once a week. During the summer there are two additional traveling play leaders who go from one institution to another. The year-round worker finds many interestnig experiences. She says, "In one place I started a card tournament with the men. It was very difficult to approach them but after a number of visits and talks with each one, their shyness and their 'I don't care what happens to me' attitude was gone. I taught them *Five Hundred*, *Rummy* and other games and played with each one at his bed. Then we had a card tournament and it so happened that I was the champion. The men had a great time trying to take my laurels away from me."

* * * * *

"The children can hardly wait until their temperatures are taken so that they can come to hear the stories and play the games. Recently I conducted a preliminary bubble blowing contest and even the bed patients had their pipes. Every time a big bubble was made the youngsters had to shout to tell me about it. You should have seen the sparkle in their eyes!"

"Sometimes I go into a hospital and the children call out 'Oh, here comes the Story Lady.'

"The boys join the girls in folk dancing—*and like it.*"

Many other cities are giving fine service in this work. One city restricted in its budget provides occasional high spots for children in institutions—a Treasure Hunt—A Red Bandana Hike—Easter Carol singing. Another city organized a six-weeks' volunteer program to help the institutions out with their summer recreation work.

This is fine, invaluable service which these people are giving to their communities!

For children in institutions we want the very best. In one community the children are singing only out of discarded hymn books, sent in by a thoughtless citizen. In another community the children are singing Russian folk songs, English ballads and other beautiful songs suitable for children. In one community the children occasionally appear on church or club programs and sing and recite in forlorn fashion, an exhibition of orphans. In another institution the children produce "The Pied Piper of Hamlin" and lovely festivals for children. The baseball team here is scheduled to play against the high schools and finest private schools in the city—not because the boys are "poor little orphans" but because their opponents respect their skill in playing baseball. As one superintendent said, "On the athletic field there is no yesterday, no tomorrow—there is only today. People do not care who the boy's parents were, or how much money he has. They are concerned only with the question 'Can he play ball?' "

What More Can Be Done?

A recreation executive is a tremendous force in his community, and there is a fine confidence in his ability and his standards. He brings to his

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Recreation for Crippled Children

By HORTENSE L. WILLIAMS
Director of Recreation
Orthopaedic Hospital School, Los Angeles

IN the season when the world celebrated the birthday of "The Child," this experiment had its inception, born of a desire to make possible for crippled children a childhood as rich and diverse in its play experiences as that of any normal child. The challenge and the opportunity were great, for there seemed to be little realization of the large number of children comprising this group—in just two clinics there are 13,000—and there was a tendency to accept their inability to play anything beside table games as inevitable.

With Dr. Charles LeRoy Lowman, Chief of Staff of the Orthopaedic Hospital School, not only an internationally known orthopaedic surgeon but a far-sighted leader in educational work for the crippled child, and Mr. Raymond E. Hoyt, Superintendent of the Los Angeles Playground and Recreation Department, we set about developing plans and carrying out experiments to make our theories a reality for the handicapped children of Los Angeles at least, and a possibility for crippled children elsewhere.

A happy discovery for the physically handicapped--they need not be debarred from games!

We faced a two-sided problem — first, the institutional side, and second, the needs of children scattered throughout the community.

The hospitals in Los Angeles are for operative and clinic care with no convalescent home work to any appreciative extent; hence the great opportunity to build figuratively a bridge for the crippled child to walk over into the natural recreation center of his community—the playground. The Playground and Recreation Department loaned part of the writer's time to the hospital where the experiments were first carried on, the financial responsibility being borne by interested patrons of the work, and later the Department made a place on the program of one of the recreation centers for the orthopaedic work.

The experiment has been carefully watched over by Dr. Lowman to make sure that the play given was suitable from a therapeutic standpoint as great harm may be done in some instances by unwise activities, while well chosen and properly planned activities

Delegates to the International Recreation Congress to be held at Los Angeles in July, will be interested in seeing the experiment described by Miss Williams, a recreation director of long experience.

may in a measure be made corrective. As all of this may seem formidable to the recreation worker, already busy with many complex matters, we have tried to organize our findings in such a way that they will protect the child on one hand, and on the other will demand nothing more than rudimentary knowledge on the part of the recreation worker. We have been aided in the actual execution of the work by the local universities who have sent us cadets and by hosts of interested volunteers.

The work resolves itself into several parts:

(1) Bedside work.

(2) Hospital playground work for convalescents, most of whom are in wheel chairs or on gernys.

(3) Clinic cases who come for further care. (It is important to fill up the long wait for the doctor.)

(4) Groups organized for special activities from the clinic cases, such as classes and clubs.

(5) Social affairs for either clinic or hospital.

(6) Groups of children brought to the city playground for play.

(7) Social activities for high school people and young adults at the city playground.

(8) Club and special interest groups organized among this same age group.

Even in the beginning the field to draw upon was large. The Orthopaedic Hospital School has over 8,000 cases in its files, over 5,000 of which are active at all times. The turnover of the hospital is about 125 a month. To this has since been added for the playground work any crippled persons with whom we could make contact. The field covered has included:

(1) Adaption of sports and games under the variable conditions.

(2) Development of dramatics from such simple forms as play reading among the patients of a ward to the presentation of plays, operettas and circuses in which wheel chairs, crutches and braces were somehow incorporated in the scheme of things so as not to be obvious.

(3) Dancing, from which few need be excluded as rhythm is the object sought, whether it be in social or folk or arm dances.

(4) Handwork that leans to the social rather than the craft (the latter is cared for by the occupational therapeutists). For example, Christmas ornaments made for their own tree, party favors made for an affair in which they were hosts and hundreds of things that are just fun to play with.

(5) Social activities which take two forms—entertaining and being entertained. In the former they can become leaders and plan and direct the games and features as well as return the kindnesses of friends and benefactors. In the latter they are becoming conversant with social usages and conduct — are growing into more social beings.

And they may know the joy of participating in out-of-door sports.

In all this work runs the silver thread of group activity. The handicapped child is, through his care, treated always as an individual and not a member of a group. Hence he loses the benefit derived from sharing his joys and sorrows and experiences, and he is deprived of the advantages of team play. For that reason the games stressed have been team games, no matter how simple.

One part of the work that has grown like a mushroom has been the social club activities of the high school people and the young adults. Our parties often number two hundred. There are crutches, wheel chairs and even casts in evidence, to say nothing of braces, and then the large group who do not show at a glance the handicap, such as the stiff hip cases. With patience it has been possible to teach a large percentage to dance by finding the rhythm of each person. Those who do not dance enjoy watching with an intensity that at first seems strange. All parties, however, have a generous proportion of games in which everyone can

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Courtesy Camp Life

If there is a more enjoyable sport than swimming it has yet to be discovered! Ask any girl who swims!

Swimming—The Ever Popular Sport

At Look Park in Northampton, Massachusetts, the recreation park donated to the city by Mrs. F. N. Look in memory of her husband, is one of the most modern and best equipped outdoor swimming pools in New England. The pool itself is of concrete construction, 160′ by 75′, with a depth of three to four feet in more than 75 per cent of the pool area. The large amount of wading area available makes the pool exceptionally well adapted for recreational activities. The diving area is located in the center of one side with a depth variation of 9½ feet under the 10-foot diving board to 8 feet under the two 3½ foot diving boards. The separation of the diving area from the general swimming area by cork floats has proved to be a protection for the swimmers as well as the divers. The diving boards are all international regulation spring boards.

Amusement features include a 30 foot water slide, two 48 inch canvas covered balls, two large "corker-bobbers," rubber animals, and rubber balls of various sizes, all of them furnished to the swimmers without charge.

The shower, locker, filter and first aid rooms are all located in an attractive brick building beside the pool. The large balcony, which runs the entire length of the swimming pool area,

provides accommodations for many spectators. The building, commonly called the locker building, also contains the office of the park manager and a luncheonette completely equipped with steam table, soda fountain and candy counters.

The water in the pool is city filtered water which is refiltered at the pool through three 84-inch sand filters. It is kept free from bacteria by chlorine gas automatically fed. Complete recirculation through the filters is accomplished every eight hours. Various tests by the State chemist have shown the water to be absolutely free from any B. Coli.

To insure absolute sanitation, the management has on hand over 1,500 swimming suits which are used by the pool patrons instead of privately owned suits. These suits are laundered and sterilized after every rental. They are all wool in various colors and styles. The suit dispensing facilities are so arranged that a swimmer cannot obtain a suit until he has taken a shower with soap and warm water.

Swimming pool patrons are well protected while in the pool by trained life guards who are constantly on the alert. During the past season the pool life guards were all college students from Columbia, New York University, Worcester Polytechnic Institute, University of Virginia, Savage School of Physical Education and Smith College. As it was not necessary for all to be on duty at the pool at the same time they were employed in some other capacity at the locker building. Two of the guards were licensed examiners, while all were registered senior lifesavers in Red Cross. The life guard staff was headed by a guard captain, and the entire organization came under the direct supervision of the park manager.

The pool opened for the first time on July 4, 1930, with an attendance of over a thousand. During the first season 27,000 people used the pool and its facilities. In 1931 this number had increased to 33,000, while the daily average of 355 in 1930 rose to 491 to 1931. The small admission fee of 25 cents for adults and 15 cents for children includes rental of the suit, towel and locker, together with a warm water shower and swim.

Swimming Facilities in Portland

The Park Department of Portland, Oregon, maintains seven swimming tanks, which in addition to their function as recreation facilities have been the means of wiping out a very objectionable record of river drownings within the city during a long period prior to tank installation. The installation of new natatoriums is accompanied by facilities so constructed as to be useful for general recreation during the entire year. One such building has a clear floor space 60x100′ with a 22 foot ceiling. This provides space for all kinds of facilities — a full sized basketball court, three practice courts crosswise, three volley ball courts with easily removable nets, comfortable space for indoor ball and a portable stage with seating capacity for about 1,000 people. It will accommodate many other activities on the recreation program.

At Look Park, Northampton, the swimming pool is the center of interest.

The cost per tank attendant is about three cents.

Learning to Swim

"Yeah skinny, gotta wear a white cap!" was the derisive cry which last summer caused many Los Angeles, California youngsters to redouble their efforts to learn to swim. For the Playground and Recreation Department made the ruling that boys or girls who could not swim must wear white rubber caps in the city's swimming pools to enable the guards to keep track of them easily. And no one wanted to linger long in the company of white cap wearers!

In order to make it possible for the largest number of people to enjoy the use of the municipal plunges last summer, low prices were put into effect by the Los Angeles Playground and Recreation Commission. Under the new rates children under eleven years of age were admitted to the city pools for five cents; children under nineteen for ten cents, and adults for twenty cents. When city bathing suits were used five cents was added to each rate. In spite of the reduction, the department's policy of admitting school children free to the pools one morning each week was maintained.

In the past eleven years the Seattle, Washington Park Board has taught many thousands of boys and girls the art of swimming. Climaxing an eight week period of free instruction course in both swimming, diving and life saving, the eleventh annual junior swimming carnival and second annual junior life saving and diving meet were held on successive Saturdays in August, 1931, as the crowning events of the public beach swim season. The Board was assisted by the *Seattle Post-Intelligencer*, for many years a sponsor of free swimming classes and other activities for children. More than 2,000 boys and girls, all approximately seven or eight years of age, received dog paddle emblems from the Park Board. The advanced classes included boys and girls learning to master the crawl and back strokes, while the side stroke was stressed for those entering the life saving classes. Thus has been built up an interlocking system of free instruction through which beginners are held in the classes through several summers.

No requirements are made for entering the swimming classes, but to take part in the junior life saving classes it is necessary for a boy or girl to have the signed permission of parents; to be able to swim 100 yards using two or more kinds of strokes; to swim 50 feet on his back using feet only; to be able to make a plain front dive, and to be twelve years of age or older.

The Olympic Swimming Stadium

Much interest centers about the Olympic Pool which has been constructed in Exposition Park, Los Angeles, California, at a cost of $210,000, and which will accommodate 1,100 people at a time. The pool will be 167′ long, 67′ wide and from 18 to 6′ deep. On the coldest Southern California day its water can be heated to 82 degrees. Every eight hours the million gallons of water in it will have been completely replaced. Lamps built into the tank's submerged sides light the floor, while overhead lights turn night into day. On every side of the pool are grandstands each with a capacity of 5,000 people.

Under the main grandstand there are dressing rooms, and there will be all necessary conveniences for bathing, such as showers, lockers and towel rooms. On the second floor are three large gymnasiums and recreation halls. This structure, which will be the permanent pool building, will be on the north side of the pool. On the south side the grandstand will be of temporary construction, and after the Games it will be cleared away, uncovering a children's swimming and wading pool built in a half disc with a 60′ radius. This will contain 250,000 gallons of water and will be from 4½′ to 18″ deep. At the pool's west end will be the judges' building with openings overlooking the water. On the other end will be the diving tower. Its highest springboard will be 32′ above the water.

On April 27th the new swimming stadium was formerly opened. Officials of city, county and State and many local sports organizations and similar groups took part at the opening on Wednesday night which was followed by a four-day program featuring national and sectional swimming events and bringing together a number of well known champions.

On May 28th all municipal swimming pools in Los Angeles were opened. This season the city will have greater opportunity than ever for swimming, for sixteen pools will be in operation, the largest number in the city's history. A number of new plunges have been made possible under the terms of the million dollar improvement program. These will be used for the first time this season.

Further evidence of the interest in swimming in Los Angeles is found in the fact that under the auspices of the Department of Playground and Recreation has been held the first annual Aquatics Conference in Southern California. The meetings were sponsored by the Public Beach Coordination Committee, the Southern California Swimming Association, the American Red Cross, and the Public Schools of Los Angeles and Long Beach.

NOTE: It is suggested that recreation officials, physical educators and others interested in teaching swimming, seecure from the National Recreation Association a copy of "Swimming Badge Tests for Boys and Girls" which have been prepared by a national committee. Copies may be secured at $.10 each.

The Value of Swimming as a Recreational Activity

By H. NORMAN ENGELSEN
Assistant Director, Life Saving Service
New York Chapter, American Red Cross

SWIMMING as a recreational activity is far-reaching in its values. It is far-reaching also in that it is an activity which has been accepted, with few exceptions, by people of all classes and all ages. At pools maintained by boys' clubs, schools, semi-private and private agencies, and at thousands of beaches and lakes scattered throughout the country, swimming is exceedingly popular.

Last year 3,313,911 people enjoyed the fun and values of swimming in 310 indoor pools in 122 cities, while 17,651,165 people swam in 700 outdoor pools in 308 cities, all operated by recreation departments. Many new pools are in process of construction to meet the ever increasing demand for facilities, and leaders are being trained and are more in demand every day to give the type of service necessary to help people utilize to the fullest extent the recreational possibilities of this sport.

Safety Measures

Unfortunately, the loss of life through water accidents has been enormous amounting even now to approximately 8,000 lives each year. It is gratifying to note, however, that only a small proportion occurred at places which provide the few precautions necessary to make the water safe. There are fewer occurrences of the once more common experience of the family or group picnic party at the seashore or lake swimming without the protection of even the precautionary advice of some member of the group who has been trained in the procedures necessary to prevent water emergencies. Training in life saving makes a person safety conscious, and safety consciousness prevents accidents. The children and young people who have received this training will be the parents of tomorrow with a greater appreciation of what water safety implies. The appreciation of swimming as a recreational activity, with the resultant better understanding of the nature of

each on a hot summer's day will dem-
the recreational values of swimming!

water, is largely responsible for the proportionately decreasing number of water accidents in America involving loss of life.

All who learn to swim—and many do learn because of the urge of its popularity and the accepted general opinion that their education has been neglected if they do not—may be considered potentially safe, capable of taking care of themselves in an emergency. They are no longer the liability to the community they heretofore have been. Statistics compiled by one of the large insurance companies list the economic value of an individual's life at different ages and the consequent economic loss to the community when a life is lost. Many who go farther because of the initial introduction to swimming as a recreational activity prepare to safeguard their recreation and the participation of others by learning and teaching protective measures. This perpetual cycle, continually expanding in its scope, is bringing about safer participation by the general public who until recently hesitated to take part.

The Values in Swimming

Swimming is considered the finest all around type of exercise because it is an activity in which people of different ages can participate. It does not subject the body to rough usage by jarring or sudden movements which may result in strain and other injuries. It develops long, flexible muscles, body symmetry and organized vigor, bringing into play muscles not ordinarily used in every day activity. It can restore to the nervous tired body a feeling of freshness and strength through bodily activity and through the therapeutic effects of the water.

Swimming in the informal atmosphere of the public swimming pool presents an opportunity for spontaneous self direction. Social and industrial groups in many cities make a practice of meeting at the pool regularly for an evening's recreation after the day's work is over. The popular appeal of the swimming pool is the result of up-to-date sanitation and engineering practices, as well as of the general understanding of the standards which have been developed through leadership in modern swimming tests, stunts and games.

There is no other activity of its type which attracts a family as a group or companions of both sexes. Watch the groups at the community pools and beaches or at the club. All care seems temporarily thrust aside. Opportunities are offered for periods of complete relaxation, for companionship and fun in a wholesome atmosphere. A situation such as this will stimulate the desire to develop one's ability to the point where even greater enjoyment of these recreational opportunities may be had. Each is guardian of the other's welfare in a circle of good fellowship. Many and varied are the opportunities for keen enjoyment in the laughter provoked by the antics of the swimmers and by the friendly competition and in the thrill of learning new strokes and stunts.

It requires courage to learn to swim. A beginner experiences fear sensations and loss of balance and direction. This is accompanied by the unpleasant feeling of being shut in because of choking sensations in making adjustments to control breathing, to water in eyes and ears and to pressure on the body. These sensations, as well as traditional attitudes which have built fear complexes, are problems which must first be overcome and dispelled. Persistency in practice follows. An individual must gather and concentrate his determination and power in overcoming, during the elementary stages of learning, these strange experiences which have previously been surrounded by inhibitory thoughts. Once these elementary problems are overcome the beginner is convinced that the effort was worth while and an achievement is recorded in his life. Here is a medium for self-expression and a test of character.

In a swimming pool individuals and groups are subject to certain restrictions involving good citizenship which are made to safeguard all. Rowdyism, which is likely to endanger non-swimmers and others, must be avoided. Such actions as running, pushing and ducking others in the pool have resulted in serious accidents.

Sanitary habits are encouraged and their importance impressed upon the groups. An appreciation of the value, for mutual benefit, of cooperation in these practices can be further enhanced by good leadership on the part of the management in maintaining in all departments a high standard of cleanliness and service. This feature is usually well cared for by the Department of Health Regulation and calls for cooperation on the part of the general public, the leaders and the State. Habits of cleanliness in practice, developed in the atmosphere of the swimming pool, contribute greatly to the encouragement of such practice in individual behavior.

Courtesy Seattle, Washington, Department of Parks.

Learning to swim is great fun, especially when you are with a group of people who are learning the art together!

Provided with the place to swim, the necessary safeguards and a little encouragement the average person requires little other stimulant. No one, young or old, cares to be a bystander. Nor is it necessary for the cripple to be a spectator. Here is an activity in which he also can take part and which he can enjoy with equal and in many instances more skill than his companions. His body finds support in the water and does not depend upon crippled limbs. Swimming has been instrumental in the rehabilitation, mentally and physically, of the handicapped individual. Simple propelling movements are within his power and examples of apparently re-created power developed through swimming are not few. There are instances in which groups have won swimming championships and have excelled in water games. A boy with only one leg recently won the high school back stroke championship in a city having some of the finest swimmers in the country. One long distance swimmer has no legs; another is blind and depends upon a bell in the stern of a boat for guidance during races. The Lighthouse, a school for the blind in New York City, includes swimming in its recreation program.

Helping to Solve the Boy Problem

The community swimming pool is also an important factor in solving the boy problem. The summer heat drives thousands of boys to indoor and outdoor pools with the result that the dangerous practice of swimming from boat docks and other places, once so popular, is gradually being supplanted by the advantages of these organized pools. Interest in swimming created in the summer among these groups can be developed into a year-round feature far more attractive than street corner loafing. Many of the boys attracted to the swimming pools located in sections where vagrancy has been a problem, have developed into champion swimmers and are constantly inspiring others by the examples they have set. They are becoming ambitious young men who to a great degree owe their development to their interest in swimming and the leadership responsible. George Kojac, the present Olympic back stroke champion began his swimming career in an East Side boys' club. His feats as a swimmer, his record as a scholar and good sportsman have been responsible for the setting up of ideals which his former team mates and later members of the club are now striving to uphold. He himself is a medical student at one of the large universities. Many of his team mates and others who followed are

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A Leaders' Swimming Club for Business Girls and Women

By MINNETTE BRODKE SPECTOR

Supervisor of Industrial Recreation
Los Angeles, California

THE unlimited opportunity for year round bathing afforded by Southern California's beaches, lakes and pools, has made swimming one of the major sports promoted by the Industrial Recreation Division of the Los Angeles Playground and Recreation Department. There are many, however, who cannot participate in this healthful and enjoyable activity because of their inability to swim. Observation at various beaches has shown a great contrast between those swimmers who can really enjoy a swim out past the breakers and the thousands who are limited to bathing close to shore or who are afraid to venture into the water at all.

This has brought the definite need for a swimming program which will make all bathers deep water swimmers. Every bather should have some swimming knowledge. Recognizing this, the Industrial Recreation Division has organized Beginners' swimming classes through which every effort is being made to give the pupils a thorough grounding in breathing and weight distribution. Many of the pupils, however, have wished to add to their general knowledge of strokes and eventually become interested in the organization of some sort of a club. This resulted in the Leaders' Swimming Club whose purpose was the acquiring of maximum water efficiency for each member. Membership in the club is open to every business girl and woman.

The program planned for the Leaders' Swimming Club provides for a series of graduated tests which makes it possible to reach a new level of swimming efficiency every four or five weeks. Through this means interest in stroke perfection and increased endurance can be sustained over a long period of time, and remarkable progress may be made. Older women, who have taken no active part in sports activities for a number of years, are usually able to swim in deep water within two or three months, and Beginners become Life Savers within a year. The health, safety and recreational values of such a planned schedule of activity are inestimable.

Selecting Leaders

Girls and women passing the American Red Cross Life Saving tests naturally become leaders of groups, limited to ten in number. Since the American Red Cross tests are identical with the Beginners', Swimmers' and Life Saving Preparation tests outlined for Club members, leaders are well able to pass these tests. Leaders give the Intermediate Swimmers' and Advanced Swimmers' tests, and the passing of these tests entitles each qualified member to wear the club emblem. Life Saving and Master's tests are given by the instructor in charge. In addition to test passing methods, leaders have been given a course in methods of teaching so that they can assist the instructor when the pupil enters the transitional period from a Beginner to a deep water swimmer. The leader's responsibility carries the additional interest of keeping her people encouraged and progressive.

Although the first and foremost aim of the Leaders' Swimming Club is efficiency in the water, the club is also interested in making this activity truly recreational. To this end swimming play days and water volley ball tournaments are held periodically. Excursions to the beaches are arranged at intervals so that each individual learning to swim may be taught how to handle herself in the surf, while those who have passed the Swimmers' test may swim in deep water, under supervision. Advanced swimmers practice long distance swimming on these trips. To make these outings really social lunches are planned and served by appointed committees for club members and their escorts who join them in these beach parties.

The Leaders' Swimming Club developed as a natural outgrowth of the swimming program of the Industrial Recreation Division. At first only Beginners' classes were held, but later the need for advanced swimming classes was evident, and one night each week was set apart for this group, with a monthly meeting to transact any club business.

Life Saving courses were given at various times, but this did not seem satisfactory as only the more aggressive pupils continued in the other two classes, and as a result those who passed the Life Saving test were without a higher goal. The Leaders' Swimming Club seemed to supply this need. When one test is passed, another is within reach; and with a leader assistant to give individual help while the instructor is engaged in group instruction, there is little danger of Beginners becoming discouraged. Club members develop great interest in furthering the swimming program and in recruiting Beginners among their friends and acquaintances who need the recreational activity which swimming provides.

The Leaders' Swimming Club progresses rapidly, for as each group passes the Life Saving test, additional Leaders are available for the new recruits of the constantly changing Beginners' classes. The club builds up from within itself, as every follower eventually becomes a leader in some capacity. A valuable service is being performed by the club, and results have shown the necessity for an organization of this type.

* * * * *

Rules and Regulations

The club is operated under the following rules and regulations:

AIM

To develop leadership and further the swimming program.

MEMBERSHIP

Open to any business woman sincerely wishing to secure for herself and others the maximum of water efficiency.

ORGANIZATION

Groups to be formed of not more than ten persons

Group leader who shall—

Record the attendance of the group

Stimulate interest, encourage and aid all members in passing tests

With the assistance of the instructor when necessary, to pass and record all tests

To contribute in any manner possible to the fullest development of the Club

DUES

There shall be no dues.

Each girl shall pay her own admission to the pool.

Each girl shall pay for her own emblems, if such are not free.

MEETINGS

All meetings shall be held at 315 Venice Blvd., unless otherwise arranged.

The Club shall swim every Thursday between the hours of 5:00 P.M. and 8:00 P.M.

A social meeting shall be held the first Thursday of every month at 8:00 P.M., in addition to the swimming, for the purpose of discussing any problems arising among the leaders, and for presentation of emblems.

TESTS TO BE PASSED IN PROGRESSION

Beginner's Test:

Jump into water over own depth, swim 25 ft., make a sharp turn and return 25 ft.

Swimmer's Test:

One standing dive

Swim 100 yards, using two or more strokes

Swim 50 ft. on back, using legs only, and float

Recover object in 6 or 8 ft. of water, by means of surface diving

Witness the Demonstration of Resuscitation

Intermediate Swimmer's Test:

100 ft. Crawl

100 ft. Racer's Back

30 sec. treading water

25 ft. under water

Life Saving Preparation Test:

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Courtesy U. S. Forest Service

Recreation in the National Forests of Southern California

By MARIE F. HEISLEY
Forest Service U. S. Department of Agriculture

THE great Olympic hegira to sunny southern California will soon begin and Los Angeles will become the mecca not only of those interested in the Olympic Games, but of recreation leaders from all parts of the world who will attend the International Recreation Congress July 23-29th. Situated in the heart of a great recreation region, Los Angeles is particularly fitted to be a host to recreationists, and it offers exceptional opportunities to learn at first hand how national forests and national forest recreation are handled.

The city is a gateway to four National Forests in Southern California. The Santa Barbara National Forest lies to the north, the Angeles on the north and east, the San Bernardino on the east and south and the Cleveland Forest further south. Recreation plays an important part in the administration of all four of these forests and any one of them would be of interest to those attending the Recreation Congress.

The Angeles National Forest

The Angeles National Forest, which has its headquarters in Los Angeles, is perhaps the most accessible to that city. It covers almost 650,000 acres in the Sierra Madre Mountains. Its forested and chaparral-covered slopes are easy of access and the Forest offers numerous delightful opportunities for motoring, hiking, camping, picknicking and other forms of out-

door activity. For the accommodation of tourists and vacationists, as well as to lessen the fire hazard, the Forest Service has established more than 250 free public camp grounds on desirable sites. In fact, the Angeles Forest has more public campgrounds than any other of Uncle Sam's National Forests. In cooperation with the County and public organizations many of the campgrounds on the Angeles have been improved with fireplaces, water supplies and sanitary conveniences. At Big Pines Park, which is in the northeastern part of the Angeles Forest and which extends into the San Bernardino Forest on the east, Los Angeles County is developing one of the finest mountain recreation grounds in America. This area is about 100 miles distant from the city and would make an interesting side trip.

California has many attractions to offer those attending the International Recreation Congress. Not the least of these are the national forests, of which there are eighteen. Four of them, in Southern California, may be easily reached by Congress delegates and visitors.

Another enjoyable side trip into the Angeles National Forest may be taken by automobile over the Mount Wilson toll road to the summit of the mountain world famous as the site of the Mount Wilson Observatory. This observatory is equipped with a 100-inch reflecting telescope, the largest of its kind in the world. From Mt. Wilson, one may obtain one of the finest panoramic views in southern California, embracing rugged mountains, cities, orange groves, valley and farm lands, and the distant Pacific Ocean. There are, of course, many other points of interest in the Angeles National Forest. Information regarding them may be obtained from the Office of the Forest Supervisor in the Federal Building, Los Angeles, or at the branch office in the Federal Building, at Pasadena.

An Important Mountain Playground

Adjoining the eastern boundary of the Angeles Forest is the San Bernardino National Forest. Because of its proximity to the large population in the contiguous lowlands and its scenic attractions it has become an important mountain playground. Among its notable features are the high mountain masses of the San Gorgonio range, where elevations vary from 7,000 feet to 11,485 feet at the summit of Old Greyback, the highest peak in southern California. The Arrowhead Lake and Big Bear Lake areas, within the Forest, are popular recreation grounds, both for summer outings and winter sports. In the heart of the San Bernardino National Forest is a new, high-gear, surfaced highway known as the "Rim of the World Drive," which traverses the picturesque timbered country of the San Jacinto Mountains. In addition to several other interesting and enjoyable drives over good roads, the San Bernardino Forest affords facilities for a number of horseback and hiking trips in rugged and scenic regions. To add to the comfort and convenience of forest visitors the Forest Service has provided 53 free forest camps. Many of these are equipped with fireplaces, water systems and sanitary conveniences, while others are being improved as fast as funds permit. The office of the Supervisor of the San Bernardino Forest is located in the Federal Building, San Bernardino.

The Santa Barbara National Forests

Northwest of the Angeles Forest and adjoining it lies the southern portion of the Santa Barbara National Forest, also within easy driving distance of Los Angeles. This Forest contains many attractive recreational areas and in the region are to be found any number of interesting spots closely linked with the early history and development of southern California. The Coast Highway from San Francisco to Los Angeles passes along the entire western and southern boundaries of the Santa Barbara National Forest. The road was once known as "El Camino Real," or the King's Highway, and over it the old Spanish padres made their journeys from mission to mission. Probably the best known of these missions is the one from which the city of Santa Barbara takes its name. Enjoyable motor trips can be made into many of the canyons, valleys and mountains of this forest. Back country regions in the mountains inaccesible to motorists may be penetrated by hikers or by camping parties equipped with pack outfits. There are nearly two hundred free forest campgrounds on this Forest, more than on any other National Forest except the Angeles. Most of them are equipped with fireplaces, water supplies and sanitary conveniences. The headquarters of this Forest are in the Federal Building at Santa Barbara.

California's Southernmost National Forest

The Cleveland is the southernmost of California's National Forests and extends from the Santa Ana River in a broken line to within five miles of the Mexican border. Since its northern part lies within a fifty mile radius of Los Angeles, it is reached by an easy drive from that city. It is also within a few hours drive of the Imperial Valley and is adjacent to the thickly settled coast region. Its mountain forests of pine, incense cedar, spruce and black oak, together with the live-oak-shaded canyons, lakes, streams, and winding trails make it an interesting country for the recreationist, motorist, camper, fisherman or hiker. In this Forest the Secretary of Agriculture has designated 11,495 acres of pine and oak clad lands in the Laguna Mountains overlooking the Colorado Desert, as the Laguna Recreation Area. Although a part of this area has been divided into summer home sites, a number of public camp grounds have been established. Through the cooperation of the Automobile Club of Southern California, these grounds have been provided with tables, benches, fireplaces, water supply, and sanitary conveniences. Three resorts within the area provide accommodations for those visitors who do not wish to camp out. In addition to the facilities of the Laguna region, five special camp grounds, accessible by automobile have been established in the Cleveland National Forest. The headquarters of this Forest are to be found in the Federal Building at San Diego.

There are campers of all ages to be found in our national parks.

Courtesy U. S. Forest Service

Many visitors will find the National Forests of Southern California different from other forests they have known. Bordering on arid and desert country, these four national forests contain large areas of chaparral or brush lands, primarily important for watershed protection. Heavy stands of timber are found only at the higher elevations. In driving through the forests one may pass successive types of vegetative cover, from desert to alpine, within a few hours' time.

These are only four of California's far-flung National Forests. There are eighteen in all, covering an area of some nineteen million acres of Government land, and varying widely in type. They include vast stretches of timber and the important watersheds in the Sierra Nevada and Coast Ranges. They contain more than a hundred billion board feet of standing timber including such important commercial species as ponderosa pine, sugar pine, Jeffrey pine, redwood, white fir, Douglas fir, red fir, and incense cedar. They are of vital importance for watershed protection. The area covered by California's National Forests embraces most of the valuable water power sites of the State, and more than two-thirds of the State's total acreage under irrigation is dependent upon National Forest lands for its supply of water. Over 120 cities, towns, and settlements of California, including Los Angeles, San Diego, Santa Barbara, Oakland, and Berkeley, with a total population of over 3,000,000 people, draw their water supply from the National Forests. The Federal Government is protecting and managing these Forests in such a way that they not only will be a con-

(Continued on page 164)

Walks Along Our Highways

RECREATION leaders have an opportunity to help the cause of both safety and outdoor recreation by lending support to the movement for pedestrian paths along the highways. During recent years millions of dollars have been spent annually for the construction of motor highways in the United States and many country roads have been transformed into speedways for motor vehicles. It is rather surprising that along with the enormous expenditures for highways, practically no funds have been spent in providing footpaths or sidewalks on which the pedestrians who have been forced off the roads may walk in safety.

The necessity for affording protection to the pedestrian has recently been impressed upon thinking people by the appalling increase in accidents to people walking along the highways. Along most improved roads outside our towns and cities there is no suitable place for walking other than on the roadway. This lack of paths accounts for a large share of the pedestrian deaths caused by the automobile, which in 1931 reached the appalling total of 14,500.

In 1931 automobile accidents in this country caused the deaths of 34,400 persons, and non-fatal injuries to nearly 1,000,000. Pedestrians killed numbered about 14,500; injured non-fatally, more than 297,000. Of those killed more than 1,500 were under the age of 4; 3,800 were between the ages of 5 and 14; 5,270 were between 15 and 54 years old, while 3,840 were older than 55.
—From *Tremendous Trifles.*

Credit for initiating the movement for highway sidewalks belongs primarily to Mr. George C. Warren of Boston, who urged that the American Society of Municipal Engineers sponsor the project. As Chairman of its Highways Sidewalks Committee, Mr. Warren has during the past two or three years directed a publicity and legislative campaign to the end that walkways be provided along state and county roads where they are needed.

The movement has received the hearty commendation of many newspapers, individuals and organizations, among them the National Safety Council and the National Recreation Association. Among the recommendations submitted to the President's Conference on Home Building and Ownership was the following:

"That Federal appropriations for Federal or Federal aid roads be increased to provide for footways, maintenance and landscaping; that like action be secured in state legislation with reference to state, county and township roads."

Largely as a result of the activity of the American Society of Municipal Engineers sidewalks have already been constructed along highways in several states. Legislation has been passed in Massachusetts, New York and New Jersey authorizing the proper authorities to build sidewalks along highways and steps have been taken to secure similar laws in other states. Progress has also been noted in securing provision for pedestrians along county roads, notably in Wayne County, Michigan, and in St. John the Baptist Parish, Louisiana.

Sidewalks are being urged primarily as a safety measure to protect children going to and from school, and to safeguard adults while walking to town and back. Nevertheless they afford additional possibilities for usefulness. Hiking has lost much of its former popularity among large numbers of people due to the hazards of walking along paved highways and the increasing difficulty of finding other areas where the sport may be enjoyed. If the proposed sidewalks—or footpaths as they might better be called away from the cities—are merely narrow strips of hard surfaced pavement bordering or closely paralleling the roadway, they will offer little inducement for walkers even though they do afford safety for people who are obliged to journey on foot. If, however, these paths are built in a more naturalistic manner, winding where the terrain permits, following natural contours and utilizing whatever of interest the landscape may provide, it is inevitable that they will not only make walking safer and more pleasant for people living along the highways but will do much to bring back the exercise and joy of hiking.

Play — A Universal Language

Plans for the International Recreation Congress are being rapidly completed. The response from foreign countries has exceeded all expectations. Many interesting personalities from other lands will take part in the Congress program.

"The World at Play" has long been a familiar and popular heading to readers of "Recreation." This topic will be presented to them at first hand, both through addresses and through informal discussions with their colleagues from foreign lands, when they attend the First International Recreation Congress. Twenty-nine countries are now represented on the Advisory Committee for the Congress and seventy-five foreign delegates have registered. Many more have expressed their intention of coming to the Congress if possible. The program will give a survey of world-wide developments and plans for playgrounds, parks, athletics, camping, community arts and many other topics in the field of leisure time.

"The nations are trying to find a common ground of understanding on the reduction of armaments and on problems of international reparations," says a recent article in *The Forecast Magazine*. "Let's look ahead to Los Angeles next summer to find a brighter assurance of international cooperation. Happy results cannot fail to come from another world conference—the first of its kind, which will meet in the California city, July 25-29. For this is an International Recreation Congress, and so has its common ground of understanding already established.

"Play is a universal language. All peoples instinctively love to sing and dance and act. The laughter of children at play is the same in every land. So are the shouts and enthusiasm of boys on a recreation field—whether they are playing American baseball or British cricket, Spanish *peleta* or any of the many other forms of play tradition that have grown up wherever boys and a ball get together. The great hope of recreationists is to train a generation that will have bodies beautifully and finely coordinated, alert minds, a tradition of good sportsmanship, and a wealth of skills and interests in the creative arts and in nature lore. Better human material will thus be the contribution that the recreation and public playgrounds movement can make toward helping the world solve its difficulties of government and finance."

You have heard of those young "wandering birds," the German Wandervogel, who set forth with a knapsack and a song for a holiday on the open road. A woman member of the German Reichstag, internationally known for her work in politics, education and child welfare, will tell the Congress about this youth-hiking movement in Germany, and will speak also on "Recreation and Unemployment." She is Frau Elsa Matz, Ph. D., head-mistress of the Westendschule, the largest high school for girls in Charlottenburg, Berlin. Dr. Matz has a thorough knowledge of the entire system of German education, both in the schools and through physical and education work. She is the sole woman member of the Board of the German Central Committee of Athletics, is President of the Women's Committee of that body, and up to 1929 was head of a seminary for teachers of gymnastics and athletics.

From her experience in presiding over school examinations of about 150 different types, Dr. Matz can give detailed information on the qualifications required in Germany for teachers of athletics, swimming, kindergartens and

youth homes, as well as for elementary and secondary teachers. She has represented the German Central Government for the child welfare activities of the Social Commission of the League of Nations since 1927, and also has taken an active part in the work of the International Woman Suffrage Alliance.

Dr. Renato Pacheco
Brazil

Two very interesting personalities, leaders in the sports movements of Great Britain, who will address the Congress, are Sir Harold Bowden, Bart., Chairman of the British Olympic Association, and Noel Curtis-Bennett, Treasurer of the National Playing Fields Association. Both are keen sportsmen, and have worked actively for their hobby — more play opportunities for the youth of Britain.

Dr. Elsa Matz
Germany

Sir Harold has chosen as his topic, "The Use and Abuse of Leisure." It is expected that the relation of recreation to industry will have some mention in his talk, since he is a vice-president of the Federation of British Industries and is chairman and managing director of the Raleigh Cycle Company, Ltd., and the Sturmey-Archer Gears, Ltd. of Nottingham, which employ about 3,500 people.

Noel Curtis-Bennett is described by C. Patrick Thompson in a recent article in the New York Herald-Tribune Sunday Magazine as an "idealist and practical organizer who has taught a nation to play." His job is that of a Treasury official, but he is connected with practically every sports organization of importance in England, and because of his organizing ability and knowledge of men in the mass was appointed one of the three key organizers at general headquarters during the general mine strike of 1926. At that time he demonstrated the value of recreation in promoting morale and contentment. It was Mr. Curtis-Bennett who suggested the recent call to youth for service broadcast by the Prince of Wales from Albert Hall, London. The Prince made a stirring appeal to the youth of the country to help in overcoming the economic troubles of the day by giving personal effort, in the places where they live, to the service of their fellow men. This was followed by a specific appeal from the Duke of York, President of the National Playing Fields Association, for volunteer leadership at recreation centers, and for gifts of land for play purposes.

The Congress will hear Mr. Curtis-Bennett on the topic, "The Contribution of Sport and Recreation to British Life and Character." He is said to be at his best when talking about the idealistic purposes in cooperative activities and spreading the gospel of the sporting spirit. "When he gets going in these fields his eyes glow, his voice takes on an impassioned note and he expresses himself like a poet," says Mr. Thompson.

New members who have been added to the International Advisory Committee of the Congress include Colonel Dr. Meriggio Serrati, of the Italian Navy; Baron Takeru Yamakawa, Chief of the Physical Education Department of the Educational Department of the Japanese Government; Dr. Renato Pacheco, President of the Federation of Sports in Brazil, and Senor Carlos Contreras, President of the National Association for Planning of the Mexican Republic. Senor Contreras, who is a graduate of the School of Architecture of Columbia University, New York, has been active in city planning, housing, and playground and recreation developments since his return to Mexico. He was a former President of Planning in the National University of Mexico and former head of the Planning Commission in the Ministry of Communications and Public Works of the Mexican Government. Baron Yamakawa is a baseball and tennis enthusiast, and it was largely through his influence that horsemanship and marksmanship have a place in the extra-curricular activities of the Imperial University of which he is a graduate. Through the Department of Physical Education he is promoting many phases of the general recreation program.

Senor Carlos Contreras
Mexico

Sir Harold Bowden, Bart.
England

Dr. Frederic Michael
de Molnar, Hungary

"The Contribution of Scouting to Recreation in Europe and other parts of the World" will be the topic of Dr. Frederic Michael de Molnar of Hungary, who will bring to the Congress a message from Lord Baden Powell of London, Chief Scout and founder of the movement. Dr. de Mólnar started the first training courses for Scout leaders in 1924 at Hedervar, Hungary. He has visited the Scouting headquarters and camps of most of the countries of Europe and will be responsible for the international affairs of the World Jamboree in 1933. He has been

(Continued on page 166)

Some Events at the International Recreation Congress

July 23--29
1932

THE first of a series of special programs to be put on in connection with the International Recreation Congress will take place on the evening of the first day of the Congress, Saturday, July 23rd, when the annual Pool Pageant of Los Angeles playground children will be presented in the big new Los Angeles Olympic Swimming Stadium in Olympic Park. Allegorical sequences of the pageant will feature children dressed as frogs, salamanders, ducks and other water creatures, cavorting in the lighted waters of the big pool. A carnival of water sports to be included in the pageant will present numerous swimming and diving stunts, making use of the high diving platforms and other special equipment of the pool.

Seating facilities for ten thousand persons at the big new stadium will enable the pageant to be viewed by the general public as well as by delegates to the Congress. The swimming stadium, which was recently completed and dedicated by the Los Angeles Playground and Recreation Department, and which is to be the scene of the Olympic Games aquatic events, is one of the world's greatest centers for competitive water sports, and the Pool Pageant will demonstrate its unique facilities and uses.

Preceding the pageant, welcoming ceremonies for delegates to the International Recreation Congress will take place at the stadium. Governor Rolph of the State of California will offer the official welcome and Count de Baillet Latour, President of the International Olympic Committee and member of the International Advisory Committee of the Recreation Congress, will respond for the International delegates.

Details for the opening ceremonies and the Pool Pageant are being worked out under the direction of Superintendent Raymond E. Hoyt of the Los Angeles Playground and Recreation Department, Chairman of the local organizing committee for the International Congress.

The International Play Festival

Demonstrating the "unity of mankind through the medium of leisure time activity," a colorful and spectacular International Play Festival will form one of the most interesting events to be held at the Congress. It will take place on the evening of July 27th in the huge Pasadena Rose Bowl, scene of East versus West football games played annually in connection with the Pasadena Tournament of Roses.

While plans for the festival have not yet been completed, tentative arrangements indicate an unusually fine demonstration, according to program details now being worked out by a committee headed by C. L. Glenn, Director of the Physical Education Department of the Los Angeles city schools. Mr. Glenn is being aided by Superin-

tendent Scott of the Pasadena Park Department and Mrs. Minnette B. Spector, Supervisor of Industrial Recreation, Los Angeles Playground and Recreation Department.

As the Los Angeles metropolitan area, because of its cosmopolitan nature, offers many well organized national groups, this festival will provide an excellent opportunity for demonstrating international games, dances and music, authentically presented by people familiar with these activities since their childhood. Pageantry will introduce the festival, with playground children portraying the gathering of all nations for a friendly evening of play. Groups of adults drawn from playgrounds of Southern California communities will then put on their own national dances, sing their native songs and play native games.

According to plans of the organizing committee, a total of five hundred people are expected to appear in the big demonstration, with most of the leading nations of the world represented. The Pasadena Rose Bowl has a seating capacity of 80,000 persons, making it possible for the spectacle to be viewed by the general public as well as delegates to the International Recreation Congress.

Aiding the committee in preparations for the event is the City of Pasadena, which is sponsoring the festival as a community project, and no effort is being spared to make this demonstration one of the most interesting of the forthcoming Congress.

The International Music Festival

Another event planned for the enjoyment of the delegates will be the International Music Festival to be held in the famous Hollywood Bowl on the evening of July 24th. The festival will be the combined expression of the musical talent of Southern California communities as developed among the groups of this section's various playgrounds and recreation centers. Arrangements for the event, as now being completed by John W. Norviel, Supervisor of Recreation for the City of Glendale, forecast a splendid musical program that will exemplify the highest standards of community music.

The program will open with a procession of the flags of all nations, typifying the international character of the forthcoming Recreation Congress. As the first musical event on the program, a concert will be presented by the massed bands of Southern California communities, under the direction of Herbert L. Clark of the Long Beach municipal band. The Long Beach Symphony Chorus will next be heard, accompanied by the Glendale Civic Orchestra augmented by musicians of other civic orchestras. Another outstanding feature of the program will be the singing of spirituals by a Negro chorus of one hundred drawn from the Ross Snyder Playground of Los Angeles.

The location of the festival in the picturesque Hollywood Bowl will provide an opportunity for Congress delegates to enjoy an evening in one of the world's best known centers of civic music. The huge amphitheater, in the heart of the Hollywood foothills, is nearly perfect in its acoustics, making it ideal for a faithful portrayal of Southern California's musical development.

Tours at the Congress

Southern California at its scenic semi-tropical best will be unfolded before the eyes of delegates through the medium of special tours being arranged for the benefit of visitors by local committees.

The first of these tours will take place on Tuesday, July 26, under the direction of Mr. John C. Henderson of the Los Angeles Playground and Recreation Department. Points of interest that will be visited on this tour will include many of the picturesque attractions in the immediate vicinity of Los Angeles. The trip will begin at the old Mexican Plaza, the hub around which the social life of Spanish Los Angeles revolved in the early days of the city. The church of Nuestra Senora la Reina de Los Angeles, from which the city took its name, will next be seen. The tour will then proceed through beautiful Elysian, Barnsdall, and Griffith Parks, past the famous Greek Theater, and on through the heart of Hollywood.

Passing the homes of motion picture stars in Beverly Hills, the tour will be halted at the University of California at Los Angeles for lunch. From this point the trip will proceed past the Uplifters' Club, where many famous personages play polo, then to the magnificent Bernheimer Gardens fronting on the ocean at the Santa Monica Palisades. From this point the tour will proceed along the beach front and return to Los Angeles. A stop at either the Fox or Metro-Goldwyn-Mayer motion picture studios is to be arranged on the return drive, and, if time permits, the tour will visit the University of South-

(Continued on page 166)

RECREATION

The World at Play is published each month to keep you in touch with new developments everywhere. It is a cooperative undertaking. "Recreation" urges all its readers to send in items regarding recreational happenings in their communities.

World at Play

Hiking for a Degree!

ON April 1st students of Southeastern University, Washington, D. C., began hiking toward their degrees under a novel extra-curricular physical education activity. This is believed to be the first accredited college degree in hiking. In addition to the award of letters and a silver cup for proficiency in the subject, an extra credit in physical education is offered. The course will not, however, be a prerequisite to graduation but will be elective. It will include theory as well as practice in walking, and under the requirements of the University the students of the course must walk a total distance of 200 miles between April 1st and June 1st. A number of measured courses are suggested and pedometers will be used on unknown distances. Walking to school or office will be credited provided the distance covered is at least two miles.

More Playgrounds for Safety

POINTING to Michigan's lack of playgrounds as a major factor in the State's increased crime record and child traffic deaths, H. O. Rounds, Safety and Traffic Director of the Automobile Club of Michigan, has issued a plea to every city, town and village to provide places where children may play. He called attention to the fact that 2,500 children have been killed in Michigan traffic in the last five years. "The economic loss due to the vehicular fatalities in Michigan alone is enormous. If a life were valued at only $5,000 this loss would total $40,540,000 for the last five years. Modern urban life, congested population, heavy vehicular traffic and our modern mode of living, have changed our childhood conceptions of recreation. It is now necessary for every municipality to give serious consideration to providing playgrounds where children may play safely."

Handcraft in Macon, Georgia

THERE has been a greatly increased emphasis on handcraft as a part of the playground program in Macon, Georgia. This was due partly to the desire of many of the children and their parents to make articles that could be used for Christmas gifts. Many of the mothers of the children borrowed the patterns from the Department and learned for the first time that with the use of vinegar bottles and other household articles, which they had previously thrown away, they could make attractive vases and decorative articles. One boy who was causing his teacher much concern became so interested in handcraft that he started a small shop where he made Christmas presents and sold them. The handcraft program in Macon was started with $25 worth of material bought at a bankrupt sale.

Playground Attendance in Cincinnati

ACCORDING to the report of "Municipal Activities, 1931" the day by day count of boys, girls, young men and young women using the facilities of the Public Recreation Commission of Cincinnati, Ohio, totaled 1,171,961. This is an increase of 122,187

(Continued on page 159)

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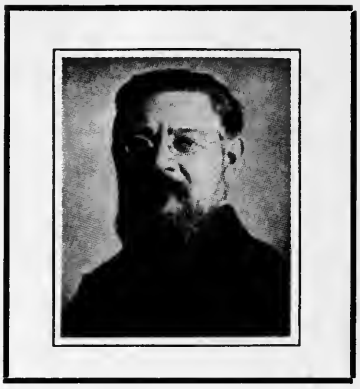
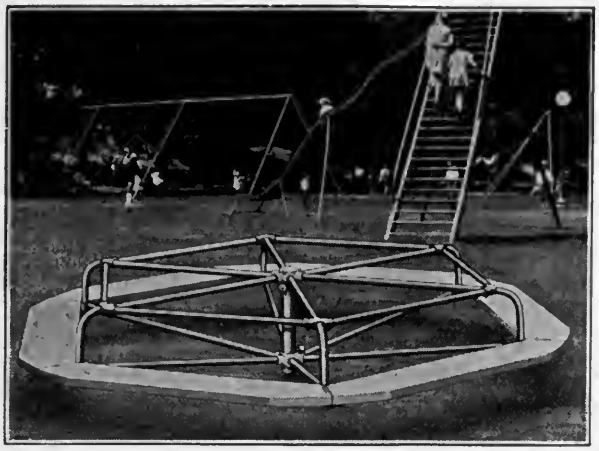


It is with deep regret that the Congress Committee announces the death of Albert Thomas, member of the International Advisory Committee from France. Mr. Thomas, who died suddenly in Paris on May 7th, was the Director of the International Labor Office of the League of Nations and Chairman of the National Committee on Leisure of France.

For many years Mr. Thomas has shown a deep interest in recreation problems. As Mayor of Champigny and later as a member of the Chamber of Deputies, he worked for the suppression of fortifications and setting up open spaces around Paris for the recreation of the people. Later as an official of the League of Nations he concerned himself with the question of workers' leisure and under his direction the International Labor Office made a notable contribution to the study of the leisure time problem.

Mr. Thomas has been deeply interested in the International Recreation Congress and in spite of his many responsibilities took time to advise the Committee on ways and means of increasing European interest in the Congress. He himself was planning to head a delegation to come to America to attend the Congress and was scheduled to make one of the principal addresses.

The world recreation movement has lost an ardent worker in the passing of Albert Thomas.



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over the attendance record of 1930. The total number of boys and girls registered at the various play centers was 31,834, an increase of 5,610 over the 1930 figures. Another interesting development was the increase in the number of families coming to the playgrounds. In the evening hours in particular it was not an unusual sight to find mothers, fathers and children going to the playgrounds as spectators or participants. The per capita cost for public recreation in 1931 was 35 cents.

A New Course in Sports Program Management.—Instruction in the principles of organizing a comprehensive athletic program for mines, factories and communities as a whole is the purpose of a two term elective course to be introduced next year by the Michigan College of Mining and Technology at Houghton, Michigan. The course, which will be known as "Industrial and Recreational Athletics," will be open to students who have completed two years of physical training or the first two years of the four year military engineering work offered in the Michigan Technical Reserve Officers Training Corp Unit.

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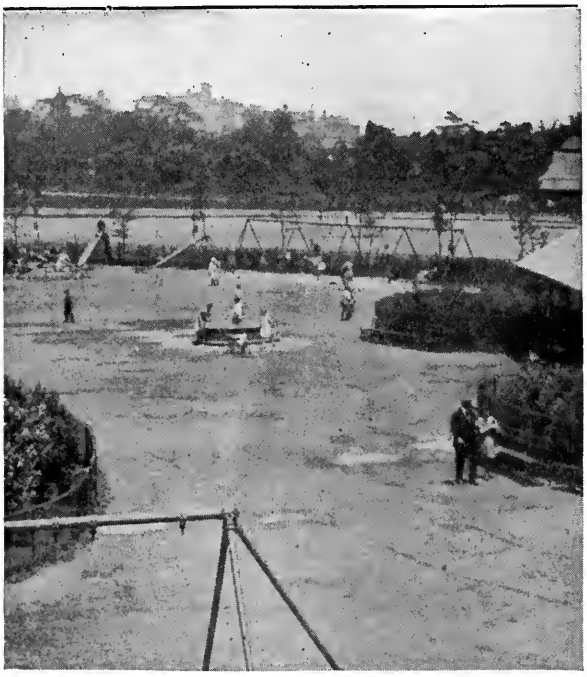

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Why Playgrounds?—In answer to a question appearing in an English test given in the schools of Middletown, New York, a pupil in the 6-1 grade wrote the following: "Every city should provide playgrounds for its children because if they don't the children will be doing dangerous things such as going out into the street and playing. It also keeps their mind off bad habits. It keeps them happy and contented the whole day. It also lets their parents know they are in good care and not running the streets as many children do when the city does not have a playground for them. Playgrounds are very healthful, too, because the children get plenty of water and exercise."

Is Play Vanishing from Playgrounds?

(Continued from page 129)

in the recorded practices of summer camps and progressive schools that is suggestive and applicable to a playground setting.

If as play leaders, we are genuinely more concerned with the effect of the activity upon the participant than the activity, and eager to give practical training for future citizenship, the following steps would seem indicated:

1. Reduction of the amount of inter-playground competition, particularly in such activities as handcraft and low organization games, to enable patrons to continue with projects in which they are interested.

2. Presentation at any given time of a wider range of activities.

3. Organization of playground councils from among patrons themselves, to provide a channel through which their interests and wishes can be expressed.

4. Free discussion groups for playground leaders, both for the exchange of program ideas and the consideration of common problems.

5. Incorporation in our leaders' training courses of subjects to enable them to deal effectively with personality as well as skills.

As to Competition

(Continued from page 134)

effort in a campaign to improve his mediocre abilities. All of these are efforts, you will note, to lend each athlete, if possible, some encouragement by pointing out to him the fact that while he might be beaten by a star performer there is still some accomplishment which proves his metal and promises ultimate success, if he will set himself to the job of earning that success.

Should we protect inefficiency from becoming aware of itself, on the plea that that fact is better left undiscovered? Isn't life, soon or late, inevitably going to make him aware of it, and if we protect him from minor tragedy in his youth, do we guarantee him protection thereby from major tragedy when finally the awful revelation beats him down?

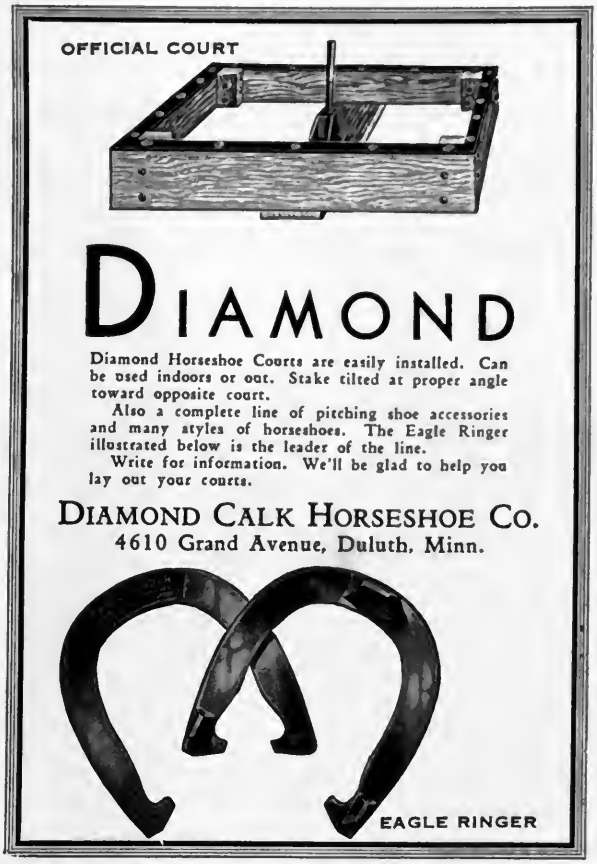
Serving Your Community Institutions

(Continued from page 138)

work unlimited enthusiasm, deep loyalty, high ideals and a sound technical knowledge. Because of this he has it in his power to give service to group which is usually not reached except by special effort. Institutions come under this heading. They form a definite part of a community, and recreation executives are justified in making this special effort to help them. How much help shall be given depends on individual policies, on personal interest, on the need and on the budget. Something can be done everywhere.

And to those executives who wish to do more, the following summary of suggestions may be helpful:

1. Write to every institution in your city, offering whatever service you can give, even if it is only of an advisory nature.
2. Provide personal help at banquets, picnics, special parties, holidays.
3. Invite institutions to participate in all your city-wide contests, and where possible to come to your playgrounds.
4. Bring outside talents, plays, bands, circus, and the like to those institutions where the children or old folks cannot leave the grounds.
5. Provide occasional leaders to go to the institutions.
6. Provide traveling leaders and specialists for the summer.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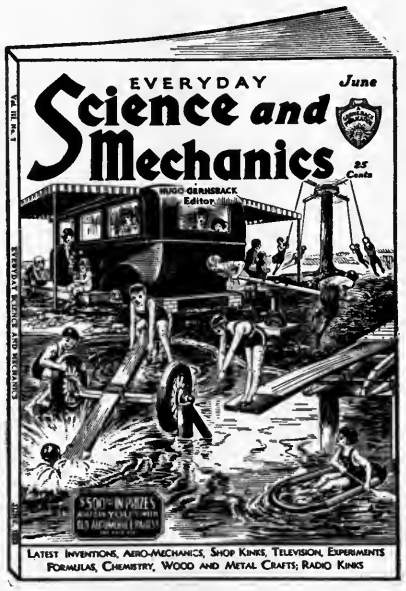

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7. Send a monthly bulletin to every institution suggesting new recreation ideas for that month.
8. Hold short training courses for the workers in institutions.
9. Through newspaper articles, speeches, meetings, aim for the highest standards in recreation programs and for the abolishment of orphans' day outings, the sending of old discarded toys, and the feeling on the part of so many people that "anything is good enough for a dependent child."
10. Secure the cooperation of the National Recreation Association in making a special study of the institutions in your city.

The depression is teaching us, once again, the value of simplicity and a sense of values. Now is the time, more than ever, to plant geraniums in green flower pots, to sing lovely old songs, to read the best books, to walk endless hours in all sorts of weather, along all sorts of trails, to take the gifts the world has to offer—gifts that are entirely free.

If we can help children to find and appreciate these gifts all along the way, we will have done a worthwhile job. For the person who has developed resources within himself is well fitted to face the stern realities of life.

Recreation for Crippled Children

(Continued from page 140)

participate. In the case of the relays that require moving, the children are so paired that one partner can do his part sitting while the other moves. They are now learning to dance quadrilles. In the children's parties and such affairs as the Easter Egg Hunt there are often from 200 to 400 of all types of cases.

It is a big field of endeavor filled with all kinds of possibilities, and one that must of necessity grow slowly, for there is linked with it the lack of public consciousness of the need. If play is a necessity for the normal child's development, how much more is it needed for the handicapped child who is forced to make far greater adjustments to life? The recreation movement has a great responsibility and opportunity in helping the handicapped child to become a socially adjusted adult well able to use his leisure wisely.

Swimming as a Recreational Activity

(Continued from page 146)

teaching swimming in the school and a number are studying. And it all began in a small swimming pool in a boys' club.

Community pools have in some instances proved to be direct economic value in providing means of income for the expansion of its park and playground activities as well as paying dividends in health and happiness. On the site of James Whitcomb Riley's, "Ole swimmin' hole" at Greenville, Indiana, now stands a modern swimming pool in a park dedicated to his memory. The income from the small admission fee to the swimming pool aided materially in supporting the park program.

The swimming pool plays a large part in the athletic development of a community and demands that expert leadership be given. The swimming pool of today is a very different place from that pictured by James Whitcomb Riley in his famous poem. The modern swimming pool is a community center with its clear water, its filtration plants, its trained recreation leaders and lifeguards.

Many recreation activities are possible in a modern swimming pool. The tests developed by the National Recreation Association with the cooperation of the American Red Cross, have done much to create a genuine interest in the recreational value of this most popular of all sports.

NOTE: The tests mentioned by Mr. Engelsen may be secured from the National Recreation Association for 10 cents.

A Leaders' Swimming Club for Business Girls

(Continued from page 148)

100 ft. breast stroke
¼ mile free style
Demonstration of Resuscitation
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To be responsible for at least one new member, preferably a beginner
½ mile crawl
¼ mile Racer's Back
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Charges and Fees . . .

for Community Recreation Facilities and Activities of Public Park, Recreation and School Systems.

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"Ought the use of all recreation facilities to be free?" Under what conditions is it permissible to make a charge?" "What are other cities doing?" These are questions discussed at length at all Recreation Congresses and conferences where recreation workers convene.

The report of a study of charges and fees for community facilities and activities of public park, recreation and school systems made by the National Recreation Association, will be ready for distribution about April 15th. The first comprehensive study along this line in the entire field, it will have very great value for recreation and park workers and officials and all others interested in the leisure time field.

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

New Jersey Municipalities, March 1932.

Public Recreation — 1932 Needs Morale, Health, Courage, by J. W. Faust.

Parks and Recreation, March 1932.

A Florida Park As a Community Center, by Albert Schellenberg.
Hawes Playground at Leominster, by Herbert J. Kellaway.
A New England Memorial Park, by John Nolen.
Designing a Boys' Camp in the Minnesota Woods, by Charles H. Ramsdell.
Pools and Playgrounds Help Los Angeles Unemployed.
Hints on Building a Golf Course.
San Diego Takes an Intelligent Step Forward, by Walter R. Scott.
Park Golf Growing Despite the Depression.

School Life, March 1932.

Twenty-five Years of Progress in Recreation, by James Edward Rogers.

The Sportswoman, March 1932.

Concerning the Camp Program, by Barbara Ellen Joy.

The New American, March 15, 1932.

How Cleveland Does It, by John H. Gourley.

The Totem Pole, April 1932.

Vegetable Dyes, by Inez M. Haring and Julia M. Buttree.

The American City, April 1932.

Reservoir Used for a Park in Beverly Hills, Calif.
Ugly Marsh Converted Into a Park in Monterey, Calif.
Every City Needs As Much Play Space As It Can Afford, by Charles Herrick.
San Diego's $300,000 Bond Issue Aids Recreation Expansion Program.
New York Police Will Conduct Sports Tournament As Crime Preventive.
Paving a Trail in a County Park.

Parks and Recreation, April 1932.

A Decade of Progress in Recreation, by Robert Washburn Beal.
At the Winter Olympic Games, by V. K. Brown.
Games for Men and Boys.
Public Park Golf Progress Reports.
Pine Knot Boats, by Louise Leighton.

The California Parent Teacher, March 1932.

Devoted to recreation.

PAMPHLETS

Training Camp Leaders, New York State College of Forestry, Syracuse University, Syracuse.

A Bibliography for Camp Leaders, prepared by Fay Welch, New York State College of Forestry, Syracuse University, Syracuse.

Regional Planning—The Region—Past, Present and Future Regional Planning Federation of the Philadelphia Tri-State District, Philadelphia.

D. WEBSTER LOTT

D. Webster Lott, Supervisor of Municipal Sports, Los Angeles, California, Department of Playground and Recreation, died on April 30th as the result of an automobile accident. Mr. Lott, who was one of the pioneer recreation leaders of the country, began his work twenty-five years ago with the South Chicago Park Commissioners. He became associated with the Los Angeles work in 1914. As Supervisor of Municipal Sports Mr. Lott developed local associations in tennis, baseball, basketball and many other forms of athletics, providing a high type of athletic competition for thousands of men and boys.

50 ft. under water swim
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Endurance, speed, life saving, diving and stunts as enumerated in the test

NOTE: These tests were formulated by, and will be under the direction of, Miss Onalee Koell, Swimming Instructor.

Recreation in the National Forests

(Continued from page 151)

stant source of timber to the State and Nation, but will also be an assurance of an unfailing supply of water for all purposes.

Recreation Is Major Feature in All the Forests

Recreation is, of course, a major use of all of California's National Forests. Containing much scenic beauty, natural wonders, places of scientific and historic interest, a plentiful supply of game, well-stocked streams, they are the States' outstanding vacation grounds. That their recreation advantages are appreciated is attested by the fact that they were visited last year by more than seventeen million people. The U. S. Forest Service has established over 1,000 camp grounds in the National Forests of California and is spending about $20,000 annually in maintaining existing camp grounds and opening up new ones. Under permit from the Forest Service are fifteen recreation camps established by municipalities to provide oppor-

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tunities for their taxpayers for summer outings. The first municipal camp was established by Los Angeles, followed by Oakland, Berkeley, San Francisco, Stockton, Sacramento, and Riverside and by Los Angeles County. These camps have become so popular that some cities have established two of them! Los Angeles has four. The land is furnished free of rental charges by the Forest Service. On most of them it is possible for a person to get a two-weeks' vacation at the rate of $1.50 a day, exclusive of transportation charges. Guests are housed in attractive cabins or tent houses, and are furnished with individual iron cots and mattresses. Every camp provides plenty of wholesome food. Stores and libraries are maintained in most of them and nearly all have natural or developed swimming pools, as well as athletic fields with an instructor in charge. Every camp is in charge of a trained camp director. The Forest Service asks the same of the guests at these camps as it does of any other vacationist who uses the Forest,—that he be careful with fire in the woods and strictly observe the rules of camp sanitation and cleanliness.

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17 inch California redwood solid hull model, stands 26″ high. Complete with sails and all other parts including brass fittings $4.50 per doz. Postage extra.

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The United States Forest Service has an important problem involved in the coordination of recreational use with other uses of the national forests. Timber supplies, watershed values, wild life, and range for livestock are national forest resources which must be protected and developed along with recreational opportunities. There must be systematic and

scientific classification of lands within the forest to the end that each area may be devoted to its highest use or uses in the public interest.

In all of California's National Forests, however, recreation is an inevitable feature of their development. A country of such variety, invested with attractive scenic areas and accessible natural playgrounds, must sooner or later become a health and pleasure resort of the people, as well as a resource for their economic welfare.

Play-a Universal Language

(Continued from page 154)

for many years a member of the Hungarian Delegation at the International Scouting Conferences.

From Japan there will come to the Congress an official delegation of five members—Dr. Seiichi Kishi, President of the Japan Amateur Athletic Association and of the Far Eastern Athletic Association; Mr. Ryozo Hiranuma, President of the All-Japan Gymnastic Association and Vice-President of the Far Eastern Athletic Association; Professor Buichi Ohtani, head of the Research Institute of Physical Education; Mr. Tohoru Yanagita, Physical Director of the Tokyo Y.M.C.A. and one of the most active promoters of basketball and volley ball, and Russell L. Durgin who is associated with the work of the Y.M.C.A. in the metropolitan area of Tokyo. Other delegates from Japan include Mr. Soichi Saito, General Secretary of the Tokyo Y.M.C.A.; Mr. Jiuji Kasai, member of the Tokyo City Council, and Miss Mary Chappell, a member of the faculty of the Tokyo Women's Christian University, who is interested in recreation.

The most popular folk songs of many nations will be sung by delegates to the Congress under the direction of Mr. Augustus D. Zanzig, director of music for the National Recreation Association. Members of the folk songs committee in various lands have done work involving considerable research in selecting these songs. Some delightful songs have been received at this writing from Hungary, France, England, Holland, Poland, and Finland, and will be made available through Congress delegates.

Among the Americans thus far listed to participate in the program are Joseph Lee of Boston, "father of the play movement in America;" Governor Rolph of California; Mrs. Hugh Bradford, President of the National Congress of Parents and Teachers; Dr. R. Tait McKenzie, noted sports sculptor; Miss Leila Mechlin, Secretary of the American Federation of Arts; Dr. Frank A. Bouelle, Superintendent of Schools in California and Miss Mabel Lee, former President of the National Physical Education Association.

Some Events at the International Congress

(Continued from page 156)

ern California Campus, the great Olympic Stadium, the Los Angeles Olympic Swimming Stadium, the Los Angeles Museum, and other imposing structures of Exposition Park.

On Wednesday, July 27, plans for a second tour are being arranged by Mr. Cecil Martin of the Pasadena Recreation Department. This trip will take the visitors through the spacious drives of Griffith Park into the thriving cities of Burbank, Glendale, and Eagle Rock. From there the route will lead across the famous Colorado Street bridge over the gorge of the Arroyo Seco, into beautiful Pasadena. In Pasadena the points of interest visited will include the new civic center, the Pasadena Community Playhouse, the famous Christmas Tree Lane in Altadena, the magnificent Huntington Library and Museum, historic old San Gabriel Mission, the mansions of Orange Grove Avenue, and other places equally attractive. This tour will end at Brookside Park, where a Spanish barbecue will be held for the benefit of Congress visitors.

Following the dinner the tour group will move from Brookside Park to the adjacent Pasadena Rose Bowl for the International Play Day to be held in that stadium during the evening.

The Olympic Games. — Avery Brundage, President of the American Olympic Committee, appeals to all the allied groups to do everything in their power to interest their membership in contributing $1.00 per capita toward the necessary expenses for the American Olympic Team. It is necessary to secure in all $350,000. The office of George W. Graves, the Chairman of the Finance Committee, is 233 John R Street, Detroit, Michigan.

New Books on Recreation

The Child and Play

A book presenting significant findings of the White House Conference on Child Health and Protection on the subject of children's play, prepared by James Edward Rogers, and published by the Century Company, 353 Fourth Avenue, New York City. $2.00.

THE formal reports of committees usually are dull. They may contain important facts and proposals, but the form of presentation is often similar to encyclopedia articles, and they are designed to serve a somewhat similar purpose. The result is that such reports are read in the main only by those whose responsibility it is to read them. A prominent business man recently remarked that his idea of Heaven is a place where there are no reports to be read.

It is therefore a fine public service that Mr. Rogers has performed in taking the reports of the White House Conference on Child Health and Protection, which relate to play, and presenting their essential findings in a very readable and stimulating book entitled, "The Child and Play." This volume grips the reader's interest from cover to cover and gives the most recent facts and practical proposals for this all-important aspect of child life.

The book may be read "with pleasure and profit." It undertakes to answer, in the light of thoroughgoing studies and reports, the question: "What must be done to bring to every child his rightful inheritance of happy and beneficial play?" It is probably the nearest approach to a satisfactory answer that we have yet had.

—LEE F. HANMER.

Hobbies and Programs

The Girls' Friendly Society, 386 Fourth Avenue, New York, $.25.

THE Girls' Friendly Society has made a delightful contribution to the enrichment of the leisure time field through hobbies in this attractive booklet. Music, poetry and art, handcraft and nature appreciation are the general subjects discussed. Of special interest to recreation workers is the practical section on handcraft. While the book is designed primarily for Grils' Friendly groups, it will be of interest to all conducting leisure time activities or engaged in the pursuit of hobbies.

"How-To-Do-It" Books for Home Workshops

(1932 Edition) E. C. Atkins and Company, Indianapolis. .10.

THIS illustrated booklet tells the home workman how to plan and equip his shop, how to build a bench, wall cabinet and tool boxes, how to make twenty-four types of wood joints, and how to do a number of things which the handy man around the house will want to master.

The National 4-H Club Radio Programs

Cooperative Extension Work in Agriculture and Home Economics, Washington, D. C.

ALL interested in rural recreation opportunities will want to know that the addresses broadcast over the Farm and Home Hour network of the National Broadcasting Company are now available for distribution. These broadcasts are given over a network of forty-nine radio stations the first Saturday in the month from 12:30 to 1:30 P. M.

Subsistence Gardens

United States Government Printing Office, Washington, D. C.

THIS pamphlet, prepared for the President's Organization on Unemployment Relef, contains some brief reports on industrial, community and municipal projects prepared from reports received from states and local communities. It supplies some interesting testimony regarding the value of thrift gardens in a period of economic stress. Recent communications received by the President's Organization indicate that subsistence gardening programs will be carried on this coming season more extensively than last year. The success of the gardens, together with the food conservation programs carried on, especially in many of the southern states, had more far-reaching benefits than had been anticipated even by groups sponsoring the activities.

The Athlete in the Making

By Jesse Feiring Williams, M. D. and Eugene White Nixon, M. A., W. B. Saunders Company, Philadelphia. $2.50.

THIS book has been written to help the great numbers of people who are striving for greater proficiency in their favorite sports as well as to give assistance to thousands of others engaged as instructors, by presenting the scientific facts which are fundamental to the acquisition and appreciation of all such skills. For, the authors point out, there are basic facts about the processes of learning which are equally applicable to learning skill in billiards, ping-pong, football or prize fighting. Part I presents the facts underlying the acquisition of athletic proficiency. Part II considers the practical points of value in training or conditionaling an athlete, and describes in detail how training efforts may be directed intelligently. Part III consists of an application of the discussions in Parts I and II to a number of sports. The facts presented in this book have been formulated in a practical way and interpreted in every day language.

Status and Professional Preparation of Recreation Center Executives and Workers in California, 1929.

University of California Press, Berkeley, California.

This study of recreation workers in California was made under the Sigmund Stern Foundation for the Department of Economics at the University of California. The first part of the study undertakes to answer the questions: How many positions in the field of recreation are now available in California? What is the nature of the work? What professional standards are now recognized? Do these positions carry salaries and conditions of work which would justify graduate professional training? The second part of the study analyzes the curricula in recreation offered by the outstanding schools in the United States and Canada and suggests a program for the University of California.

What is This Opportunity School?

By Fletcher Harper Swift and John W. Studebaker. American Association for Adult Education, 60 East 42nd Street, New York. $1.00.

One of the most unusual experiments in adult education has been in operation for sixteen years in Denver under the name of "Opportunity School." The school, which is tax supported, was established to provide a working knowledge of many trades and industries; to offer opportunities to men and women already in mechanical, industrial and commercial pursuits; to provide the fundamentals of an education for people deprived of school advantages in youth; to give another chance to boys and girls who for various reasons have not fitted well into the regular public schools, and to give people born in other countries a chance to learn English and prepare them for citizenship. The pamphlet presents the results of a study made of this school, which gives a vivid picture of the school and the students, the results accomplished, and the needs, problems and basic issues.

The Sew-It Book.

By Rachel Taft Dixon. Rand McNally and Company, New York. $1.00.

This book is based on what children prefer—not complete and finished playthings but a chance to take materials and turn them into products themselves. A great variety of things to make with needle and thread and odds and ends are described in this book, which contains many patterns and illustrations.

Parties for All Occasions.

Delineator Institute. Butterick Building, 161 Sixth Avenue, New York City. $.25.

A delightful booklet of suggestions for holidays and other parties with attractive and unique illustrations.

Leisure-Time Activities of Rural Children in Selected Areas of West Virginia.

By Ella Gardner and Caroline E. Legg. Publication No. 208. Children's Bureau. Government Printing Office, Washington, D. C. $.20.

Miss Ella Gardner, Recreation Specialist of the Children's Bureau, during the past three years has devoted most of her time to demonstrations at 4-H club camps and to classes and institutes for rural recreation leaders. She is well equipped to interpret the findings of a study of the needs and interests of children in rural districts.

It is interesting to note that with the boys, farm work is listed as their chief interest. Then comes baseball, with other games as third choice; free play activities in the woods and fields as fourth; hunting and trapping, fifth, and reading, sixth. Reading is the activity most popular with the girls, with sewing second; games, all except ball, third; free play activities in the woods and fields, fourth; hiking, fifth, and music, sixth.

Rural children in the section of West Virginia studied were found to have an average of 2.6 hours daily i which to do as they pleased. The authors of this pamph let offer many practical suggestions for the use of th free time. The booklet with its findings and recommer dations will be of keen interest not only to workers i rural fields, but to all concerned with the leisure tim interests of children everywhere.

Party Games.

McCall's Magazine, New York. $.30.

This amusingly illustrated booklet contains ice breal ers, suggestions for fun with peanuts and with feathe and balloons, pencil and paper games, intelligence test charades, and games and activities of many kinds.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULA TION, ETC., REQUIRED BY THE ACT OF CONGRESS C AUGUST 24, 1912, of RECREATION, published monthly at New Yor N. Y., for April 1, 1932.

State of New York } ss.
Conuty of New York }

Before me, a Notary Public in and for the State and county aforesai personally appeared H. S. Braucher, who, having been duly sworn a cording to law, deposes and says that he is the editor of RECREATIO and that the following is, to the best of his knowledge and belief, true statement of the ownership, management (and if a daily paper, t circulation), etc., of the aforesaid publication for the date shown in t above caption, required by the Act of August 24, 1912, embodied section 411, Postal Laws and Regulations, printed on the reverse this form, to wit:

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Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.

Managing Editor: Abbie Condit, 315 Fourth Avenue, New York, N.

Business Manager: Arthur Williams, 315 Fourth Avenue, New Yor N. Y.

2. That the owner is: (If owned by a corporation, its name a address must be stated and also immediately thereunder the names a addresses of stockholders owning or holding one per cent or more total amount of stock. If not owned by a corporation, the names a addresses of the individual owners must be given. If owned by a fir company, or other unincorporated concern, its name and address, as w as those of each individual member, must be given.)

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H. S. BRAUCHER.

Sworn to and subscribed before me this 21st day of March, 1932.

[Seal] CLARENCE B. WILSON.

Queens County Clerk's No. 1943. Certificate filed in New Yo County Clerk's No. 502.

(My commission expires March 30, 193

A National College of Recreational Culture

EVERY nation ought to have its own national college of recreational culture where the method of uniting recreation with education can be studied and applied in all its bearings and where young men and women of good ability and wholesome ideals can be trained in hundreds to go forth as recreational leaders, one of the finest professions I know of, into every school, college and civic community in the land. I congratulate you on having already the nucleus of such a college here in New York and I venture to think that the development of that college is one of the most important tasks awaiting your Association. Such a college is needed as a center for thinking and in order to give unity, significance and driving power to the new education which the changing conditions of the time require. I would not assign the function to existing universities because their function is different and also because they are already overloaded. I commend the idea to those of you who are interested in such things.

L. P. JACKS, LL.D.

From an informal address to the Board of Directors of the National Recreation Association, May 25, 1932.

July, 1932

Summer Lore!

Courtesy Camp Life

And now comes the time of the year when the lure of the water is strongest! Swimming, bathing, the lazy course of the canoe through the water all of these will call. But for many nothing will have a greate appeal than fishing. So try your luck! You will hav your reward though you come away empty-handed

Leisure and National Security

"We are entering a new world. In the days to come there will be more leisure than labor. Failure to prepare for these conditions as in the past will bring disaster."

By WILLIAM F. RUSSELL, Ph. D.
Dean of Teachers College
Columbia University, New York City

Dr. Russell's address was delivered at the meeting of the Department of Superintendence, National Education Association, held at Washington last February.

IT was during the last year of the War that I was crossing the Pacific. The old *Empress of Japan,* a very small steamer by current standards, was crowded with returning residents of the Far East—missionaries, business men, teachers, who had been held on the coast by the diversion of shipping to carry troops, munitions, and food across the North Atlantic. To this already overloaded vessel had been added a small party of newspaper men, motion picture operators, and publicity agents, who, as representatives of the Committee on Public Information, were voyaging to sell America to the world. The Captain, in search of entertainment and talent for the inevitable ship's concert for the benefit of the widows and orphans of those who sail the seas, failing to find vaudeville actresses or opera stars, hit upon the motion picture operators, and learned from them that they would gladly assemble a projector and give a show, provided that the materials could be brought forth from the hold and the films taken from the fireproof vault. To this proposal there was joyous agreement, and the Captain ordered one of the forward holds to be opened and the boxes hoisted out.

It was fortunate that the sea was calm, the weather fair and the glass high, for all day long from early morning until sunset, all through the night, and all day long the next day, some score of men toiled in the hold shifting boxes, barrels, bales, bundles and crates; all day long and all night engineers rattled the donkey engines, hoisting freight. The forward deck was piled high. Everythng was turned over and examined, until, away down deep, almost upon the keel, was discovered the boxed cinematograph, triumphantly to be brought to the regions above. It must have been loaded with the first freight. Because of these long hours of toil and struggle, the first class passengers were regaled with "Brown of Harvard," "Scenes in Central Park," and views of "Our Feathered Friends"—so much labor for so little.

I asked the Captain if he thought the game worth the candle. He replied that it did not make any difference. One of his chief jobs was to keep the crew busy. For emergency purposes, he said, a full crew was needed; there was little to do in good weather at sea, and they might as well shift cargo as to paint, scrape and clean. He said that the danger at sea was as great from an idle crew as from fog or storm, and that every ship's captain in the interest of order was compelled to keep every man at work all of his waking time. Without this there would be disorder and discontent.

Let us remember that our new industrial machine produces two products--goods and leisure. If consumers, for some reason or another, do not take the first product of the machine, they can use the second. But we shall have to make it usable. It is our next big industrial and social problem. L. C. Walker, *Distributed Leisure.*

It seems to me that society in ages past has followed the idea of the captain of the ship. A few people have been on the top of the pile. The great mass has had only to honor and to obey. By crude processes of manufacture (that is making by hand) and by ancient and simple modes of agriculture, man has been able to maintain himself by the sweat of his brow; and if by this procedure he has had his family and provided them with food, clothing and shelter, he has generally been content. He may labor from dawn until dark, day after day, year after year. The yield may be sparse; the rewards slight. But he is at work, his wife is at work, the children are at work. There is no mutiny in such a crew. There is no mischief done by idle hands. The society that is at work is secure.

Now the ship sometimes comes to port and the men receive shore leave. Here they blow off their steam, but not on board. So in most societies there have been periodic cessations from toil. There is the seventh day of Jews and Christians, the Market Day in the East, Saturnalia, May Day, Christmas, New Year's Day, Easter, the Emperor's Birthday. The farmer leaves his plough, the woodsman abandons his axe, the artisan drops his tools. All change their normal activities. There is a religious ceremony to attend, a patriotic act to perform, a traditional ceremony in which to participate, an old time game to play, an ancient tale to hear. Then the ear gives no heed to discontent, no attention is paid to conspiracy. In a secure society people do not idle. They are busy, busy at work, busy at play, busy at initiation ceremonies, busy at war. Idleness they abhor. Lethargy they abominate.

Now occasionally as we look into the past, we find illustrations of groups of people who for one reason or another had nothing to do. Take the case of the victorious army one week after its return in triumph from a successfully terminated campaign. The parade is over. The captives have been exhibited; the booty displayed. The enemies' standards are in the museum. What are the soldiers to do? Years on the field of war displace a man from his normal walk of life. He has lived. He has seen. He has marched with Alexander. He has crossed the Rubicon. He has been the sun at Austerlitz. He has suffered at Valley Forge. He is the idol of you, the pride of the locality; and he likes to tell about it. How can he settle down to the placid, hum-drum work that he used to do? It is so much more pleasant to sit around the stove at the store, tell of the Bloody Angle at Gettysburg and meet all the trains. Caesar rewarded his soldiers by grants of land. So did Napoleon. Washington was very solicitous that the heroes of the Revolution, away from home for eight long years, should be properly rewarded with grants of land in the Ohio Valley. It is at least worthy of note that all these soldiers' grants were far away—weeks removed in travel time from the centers of government.

Transportation is not the only method employed by societies troubled by the idle. The unemployed mobs that surged in the streets of Rome were a menace to the security of the State. They had to be fed; and they were fed. They also had to be occupied; and this is the explanation of the coliseums and stadia in which were held the contests; the races, the massacres, there to divert the idle and unoccupied and hold them in line. I have no doubt, looking at the problem from this point of view, that a part of the toleration of opium and narcotics, widespread drunkenness and gambling, horse races, sweepstakes, and lotteries is due to the fact that these are all diversions for the idle. They may be bad, but they are better than revolution.

We, in the United States, are at the moment in the midst of one of the times of economic depression which periodically seems to attack the type of society in which we live. Just as in 1837 or again in 1857 or in 1873 or in 1892, factories

are standing idle; thousands, yes millions, of men and women are out of work; bread lines are long and tales of distress and instances of hardship are on every hand. No one can tell how long this condition will last. All may improve in the near future; we may expect before many years have passed that the depression will be over, that factories once again will open, that workers will be in demand, that the market will recover, that wages will rise, and that prosperity, fact or myth, as Stuart Chase puts it, will be amongst us again.

But I venture to predict that, even when prosperity returns, unemployment will still be with us. I realize that I tread upon dangerous ground. I know that I am no scholar in the field of economics. Nevertheless there are many straws that point the way toward which the economic wind blows.

It is apparent that we are entering upon a new kind of life, here in the United States, as well as in the rest of the world. In the opening chapter of *Recent Economic Changes,* the report of the Hoover Commission, Professor Gay of Harvard writes:

"The present situation of the United States, remarkable as it appears to the inquiring stranger, may be regarded in future times as but one interesting stage in a lengthening series of somewhat similar episodes characterizing the history of this and other modern nations. The Industrial Revolution, of which this stage is a part, was not merely a sudden burst of industrial and commercial activity, occurring in England just before the threshhold of the nineteenth century, and spreading by transmission or diffusion at successive intervals to other countries. . . . It was rather a new organic growth, utilizing new powers over nature, and expanding over the world with an uneven but continuing acceleration. . . . The successive phases of its development we have only begun to analyze."

The Industrial Revolution is not a movement that is spent. The change from "that primitive, egalitarian, individualistic democracy produced by the log cabin, free land and isolation," began late in the eighteenth century, has steadily progressed since that time, and in the period since the World War has modified our society with increasing and heightened results. The full effects have not yet been reached. Important changes are still in the making. We are passing one of the great milestones of history. A society is developing different from anything that man has ever seen. We are entering upon a new world.

Mechanical inventions of all types are increasing by leaps and bounds. Improved processes of manufacture are constantly being discovered. From a study of conditions of the past, as they have developed up to the present, we can at least make the following deductions as to trends:

1. We know that technological inventions have displaced many workers, and it is probable that much unemployment has come as a result of the machine. Studies have shown that new inventions cause unbelievable distress; that people are thrown out of work, and that in most lines of production each year sees fewer and fewer hours of labor needed per unit of production. It is true that lowered production costs decrease the price and increase the demand. It is also true that increased consumption of goods brings other jobs in its wake; but certainly shorter hours and periodic layoffs and, in an imperfectly organized society, much unemployment is due to increased technological skill.

It would be utterly futile to give any person detailed instruction as to how he should spend the particular portion of leisure he happens to have. It would cease to be leisure if he had to use it according to rule. All you can do by way of educating him for leisure is to make him familiar with the field where the finer opportunities exist--the field of skill in games, and still more in art and craft--and then train him as an all-round man, a good judge of values, capable of making his own choice and developing his own technique.—*Dr. Lawrence P. Jacks.*

2. We know that the increase of mergers and the growth of intensive and quantity production have also increased unemployment. It is not only the machine that has displaced the worker. A hundred small factories scattered all over the country will employ more hours of labor per unit of finished product, than will be the case when these separate enterprises are combined into one huge plant in Bridgeport or Detroit. This process of concentration in industry has proceeded apace in the years past, and has contributed to unemployment.

3. The frontier is closed, and men, displaced by mergers or machines, no longer can pack up the covered wagon, take the gun, the axe and the

salt, and fare forth to a new start. There is no place to which to go.

4. **The rapid tempo, the high speed, the quick reaction demanded by the new machine has put a premium on the younger worker.** In many lines of work, there is no longer need for extended apprenticeship. One can learn all that one needs in a short time; and the young, the quick, the healthy, the strong, they are the ones in demand. The older worker is being displaced.

5. **We are entering a society where men will be able to support themselves and their families, provide food, clothing and shelter, not by long hours of toil, but by short.** From the point of view of this paper, the problem is the same whether seventy men work twelve hours a day seven days a week, 105 work eight hours a day seven days a week, 147 work eight hours a day five days a week, or 294 work four hours a day five days a week. The same amount is accomplished. If by quantity production, by technological improvements, by scientific management seventy men can now produce as much as 294 once did, then the four hour day for five days a week could supplant the old twelve hour day every day. Fewer people working shorter time will be able to provide for our needs. In a sense, unemployment of this type is really to be classed with the Sunday rest, the Saturday half-holiday, the winter lay-off for the painter or the summer's idleness for the coal-miner.

With these factors in mind, it is not too much to speculate that we are entering a society in which in good times, not in depressions, many people will be idle. Young people will not be employed. Old people will be retired. Young people from twenty to forty-five, men and women, will indulge in brief periods of furious activity to be followed each day by hours of relaxation with two or three days off each week. Either we shall have a situation like this, or else the opportunity to work will be as at present unjustly distributed, or else there will be a deviation from the tendencies which have operated in the years just past.

This means that the machine age will have brought upon us the condition dreaded not only by the ship captain, but by all societies in the past. We cannot deport those who are not at work. We have no distant frontier to which they can go nor free land to give to them. We cannot divert their minds by athletic spectacles. We will not tolerate opium. We have legislated against alcohol and lotteries. We have neither a body of ancient customs and games nor any organized set of religious observances. We do not want war. All the usual social medicines used to operate upon idle crowds are denied to us in the United States. Our only hope is education.

We need a new kind of education when we are small. We schoolmasters should understand this world into which our pupils are to go, should realize that getting a living will occupy not so great a share of time as it once did, and that far more time will be given to other pursuits. People can be lulled to repose by cocktails, or by motion pictures or by radio or by riding in an automobile. But it will not last long. Faster and more furious excitement is demanded as the appetite becomes jaded. Our children from the time that they are small must not only come to understand but actually become habituated to the gateways to true and lasting enjoyment. It is a matter of music and art, of literature and drama, of plays and games, of politics, of supplementary hobbies and avocations.

And for the adult retraining with these ends in mind is quite as important. For our grown men and women were prepared for a society different from that in which we find ourselves today. The pieces must be picked up. We must lock the barn door before all of the horses are stolen.

I realize the futility of trying to give education for leisure to those who are distressed, miserable, hungry, unhappy. I hold no brief for education for leisure to correct such a condition. This will come only when, by wise social direction, we shall have more perfect equality of vocational opportunity. This part of the program tonight makes no contribution to the means and methods of training for leisure nor to the proper enrichment of adult life. My thesis is merely this: that we are entering a new world—the world of the machine age, the beginnings of which are unfolding about us; that in the days to come there will be more at rest than at work, and more leisure than labor; and that failure to prepare for these conditions, as in the past, will bring disaster. For lethargy in mind and body is a fertile field for the seeds of discontent, disorder and disease. Thus education for leisure and the enrichment of adult life is no slight educational activity; it is no peripheral problem; nor is it an incidental task. It is rather a fundamental problem affecting the welfare of the State, and its perpetuity; and as such should receive major consideration.

A Home for Hobbies

Frederick R. Rose, Photographer

Such a workshop as this is the open door to the satisfaction of the hunger for creative activity.

By ETHEL BOWERS
National Recreation Association

An experiment being worked out in Westchester County of significance to the entire recreation movement

"WESTCHESTER! We can't do the things they do!" "Look at the money they have to work with, then look at our budget." "We haven't the facilities Westchester County has." "Give us practical suggestions." "Westchester County is in a class by itself."

As I approached the great Westchester County Center from the White Plains station, I seemed to be hearing again these remarks so many recreation executives in all sections of the country have made to me.

And so it seemed. The stately County Center grew even more imposing as I came near; the extensive parking areas, now almost vacant, reminded me of the newspaper accounts I had read. "Thousands Throng County Center." "Metropolitan Presents Opera to Huge Westchester Audience" The swift moving, expensive cars, flashing silently along the nearby parkway impressed me still further with the wealth and culture of the people of this county as compared to the great masses many recreation departments serve. I knew my visit was going to be an enjoyable experience but I was in doubt as to whether I would carry away practical suggestions which other recreation departments could use. As it developed, my visit was not only very enjoyable and inspirational but extremely valuable from the practical standpoint.

The Workshop

Bit by bit I learned the details of the Workshop plan in chatting with Mrs. Chester G. Marsh, the director, as we explored the facilities of the County Center given over to the arts and crafts activities.

The Workshop really consists of a lecture hall on the third floor of the County Center, an exhibition room which formed the lobby of the Director's Office, on the second floor, the great main Workshop in the basement, and occasional use of the large basement exhibition hall. In addition there is the Handcraft Workshop at the Recreation Department headquarters, 40 Mamaroneck Avenue, White Plains, where many of the more detailed craft activities are taught.

The third floor room is charming, softly lighted, with a fire-place, attractive modernistic furniture, chairs, benches, tables, and the most intriguing bookcases, what-nots and shelves. Although, no doubt, the furnishings of this room were designed by the architect of the County Center, I have seen club rooms with similar furniture made by ingenious people from scrap lumber, store boxes and a can of paint. A permanent movie screen and a lantern projector which will show illustrations directly from a book or sheets clipped below it, without the necessity of slides, are great assets to the instructors using this room.

This room is used for art appreciation and history of art lectures, art story hours for children, photography lectures and laboratory classes, nature classes, Arts and Crafts Guild meetings, art and nature exhibits, such as sculpture, bronzes and tropical fish. An adjoining lavatory, without windows, was easily made into a photographic laboratory dark room with the addition of a few inexpensive shelves and a large kitchen sink.

The second floor room is primarily for painting exhibitions. By means of inexpensive wall and light treatment it is usable for the series of transient exhibits which have included at different times exhibits of the work of several Westchester County artists, of metropolitan artists, local collections, such as the present one of twenty-six paintings by as many modern American artists, original cartoons from Judge, and work done in the adult and children art groups of the Workshop and of public school art classes.

These exhibits have been sponsored by the Workshop Director and the recently organized Westchester Arts and Crafts Guild, of which she is secretary, "to afford opportunities for creative work and to further interest in arts and crafts as recreational, inspirational and educational activities." The guild meets twice a year, has dues of only a dollar, and is open to anyone in the County interested in arts and crafts. In addition to sponsoring these small exhibits it promoted last fall a very successful Arts and Crafts Exhibition using the large basement room directly under the main auditorium of County's Center. Instead of the two hundred articles expected, the committee had to close the entries when one thousand were reached. Six hundred and seventy-five paintings, drawings, prints, designs, sculpture, carvings, ceramics, textiles and miscellaneous articles of leather, metal, wood and reed were displayed, all of them original work of residents or taxpayers of Westchester County. It is interesting to note that the exhibit committee achieved professional results by very simple and inexpensive means. Boards around pillars were used and wooden steps placed pyramid fashion which were secured from the auditorium upstairs. There were potted shrubs, possibly from the Park Department, and some easy chairs, no doubt also from the County Center. With tabourettes and pedestals homemade by a welfare laborer, with a few odd pieces of cloth for draperies and table throws, a printed program carrying advertising, and a full Sunday of work by the committee of the Guild in arranging the display, the first annual exhibition of the Westchester Arts and Crafts Guild, which was visited by ten thousand people, was practically a cost-covering project which any metropolitan recreation department could conduct.

Imagination and Ingenuity

The exhibition was held in the large basement hall next to the Workshop itself which we visited next. Last year this Workshop was an unfinished room, probably like hundreds of other public building basement rooms in all parts of the country, irregular in shape, with innumerable nooks and crannies, pillars at regular intervals, and in this case, without windows, a fact which would cause most people to ignore it entirely as a possible recreation facility. However, with forced ventilation and simple but adequate lighting, we find an apparently impossible basement room having decided assets, fresh air of even temperature, cool in summer, warm in winter, without noise, dust or dirt, and with controlled even lighting and sufficient room and storage space. The latter has been acquired by most cleverly boarding up some of the many nooks and crannies to make closets and cupboards, the paneled wood work relieving and softening the brilliant white of the plaster walls and ceiling. By using the irregularities to advantage, it has been possible to house all departments in one large room, but separating them so each can operate as a unit. The pottery department has one end with a cozy alcove for the work tables, cupboards for pupils' personal articles, a potter's wheels in its corner, the kiln and necessary drying racks in another nook, an unused elevator shaft which is ideal for storing wet clay, and several ice chests, one apparently second-hand from a store or a meat market, another home made, for storing unfinished clay articles which must be kept moist. Not a foot of space is wasted, all elements combining to give the pottery and sculpture enthusiasts a roomy, yet cozy work shop where they can scatter clay everywhere they wish (provided they leave everything ship-shape at the end of the day).

Pillars separate the work benches of the ood carvers and furniture makers from the ooms of the weavers, from the easels of the ainters, and the chairs and drawing tables of ie cartoonists. More cupboards and closets n more cubby holes provide storage space for arious supplies which are sold at cost, and for nfinished work. When I questioned the cost f all this equipment, the director pointed out clever carpenter, sent and paid by the wel- re department, and a janitor-handyman, kewise provided, who were responsible for ie many home made stools, sels, benches and the cup- oards, which in a previous xistence were undoubtedly de boards, bureaus and wash tands, vintage of 1898. Who ys other recreation depart- ents cannot do as West- hester County has done?

The Atmosphere

Not only from the director, ut from the staff members, art-time instructors and the upils themselves did I learn any details and side lights f the Workshop program. n the latter I was most for- unate, for in a borrowed mock, with clay on my ands, I spent lazy hours in ie Workshop ostensibly aking a lump of clay into omething, I know not what, first a vase, then an ash tray, nd next a tile which I finally rned into a cigarette con- iner) but actually absorb- g "atmosphere." In my mock and clay disguise, I hatted with my pottery eighbors and charming in- tructor, and wandered at will, visiting other lasses, chatting with other pupils and eachers.

My first impression was that the Work- op was the kind of a beehive in which d like to be a bee, unlike the noisy, ushing, pushing, shoving, beehive of our orkaday world and some other modern recre- tion centers. There were industry and action here, but it was the quiet, joyous, creative activity of like-minded souls. There was noise here, but it was jolly hammering and sawing of wood workers, the laughter of the cartoonists, the low murmur of the painters, the clatter of the looms, the whirl of the potter's wheel, and the soft "plop," "plop" of clay being pounded into shape. Here was none of your nerve-racking noise, no elevated roar, no subway vibration, no traffic screeches, no earsplitting telephone jangle or incessant typewriter hammering; just happy noise which seemed to be no noise at all, but workers' peace. So often the individual worker, alone in a quiet room, is unhappy and depressed and cannot do good work but the same person in a large room, with many others busy with their own work, will soon be happily engaged in his own project stimulated by the industry of those around him. So the Workshop seemed to be a busy, happy place, into which a tired person could sink, forgetting worries, losing his former identity, absorbed in solving new problems, building another life by entirely different efforts, among congenial new friends, and with many fascinating avenues of endeavor beckoning him on. The director with her contageous enthusiasm and sympathetic approach, the staff members and part-time workers, the enthusiastic men and women, boys and girls, all contributed to the happy, busy yet restful atmosphere.

Frederick R. Rose, Photographer

One of the most satisfying developments in recreation is the increasing emphasis on the arts.

Leaders Who Lead

One reason why recreation activities are often well attended while the same subjects in school or night school might not be so successful was well demonstrated by one of the Workshop instructors when I jokingly called for "teacher" to help me with my clay project. "You know," she said, as she shaped my cigarette container with expert fingers, "one of

our own playgrounds because of its basic relationship to program planning. The predominating age has been placed here, there and everywhere. Now we know where it belongs in the Wyoming Valley playgrounds. The following table is quite convincing evidence.

	3-6	7-10	11-13	14-16	Total
Girls	742	1,854	1,342	487	4,425
Boys	546	1,426	1,391	893	4,256
Total 1,288		3,280	2,733	1,380	8,681

Thus it will be seen that the predominating age group on our playgrounds both for boys and girls is from seven to ten inclusive and that almost seventy per cent of all of the children are between the ages of seven and thirteen years inclusive. Much has been said of the pre-school child on the playground and yet with adequate facilities and activities provided for them we find that less than fifteen percent. of our total is made up of children of the pre-school age. It is interesting to note that 428 more girls than boys in the 7-10 age and 406 more boys than girls in the 14-16 age were registered. Interpretations and constructions placed on this point will probably be as many and varied as opinions at an open session of a section meeting of a Recreation Congress. Some may attribute it to physical facilities, some to our particular program and others to local conditions.

Outings and day trips are popular vacation interests, especially when the destination is a "swimmin' hole."

Whatever the construction placed on it, it indicates very clearly that on forty-three playgrounds with both a man and a woman instructor on each playground and a uniform play curriculum we were able to pull and hold the interest of 428 more girls than boys of the 7-10 age. Also it indicates that we were able to pull and hold 406 more boys than girls of the 14-16 age. Why were not these boys frequenters of the playgrounds at an earlier age and why were we not able to reach them until they were about fourteen years of age? No doubt the development of the skills in competitive games between organized teams has something to do with the pull for the older boys. At any rate it reveals a great opportunity, for the 14-16 age is a vulnerable one in the lives of boys and marks the turning point between the course of good citizenship and crime.

It is to be remembered that only a few years separate this age group from the average age of the youthful criminals who now make up a large percentage of the inmates of our prisons and most of them complain that they went wrong at first because the community denied them the opportunity of a playground leaving the bars down to mischief.

Religious Faiths

As to religion, of the 8,68 children, 5,79 are being reared in the Catholic faith 2,539 in the Protestant faith 213 in the Jewish faith and 139 in no faith.

The question of how many playground children are actually being served by other agencies of community recreation has been raised time and again. Here is the answer in our community. Of the 4,425 registered girls, 14 were at the time or had been Girl Scouts, 6 Girl Reserves, 26 Y.W.C.A. and 1 Y.W.H.A. a total of 231. Of the 4,256 registered boys 141 were at the time or had been Boy Scouts 93 Y.M.C.A. and 17 Y.M.H.A., a total of 251 This makes a grand total of 482 girls and boys out of our 8,681 being reached by other agen

es exactly 5½% of those attending the playounds. This speaks for itself.

cation Interests

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Playgrounds *or* Culm Banks?

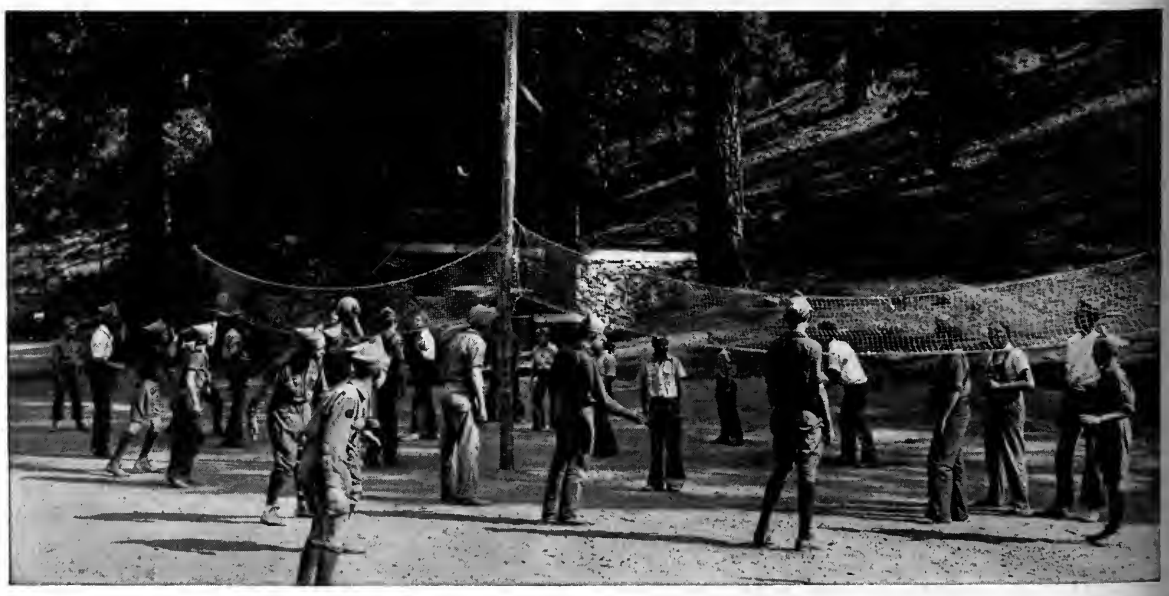
By ARTHUR H. MILLER
Superintendent of Recreation
Playground and Recreation Association, Wyoming Valley

A recreation executive discovers some facts about the children coming to the playgrounds of his city.

LIKE many superintendents of recreation, I have watched hundreds of children come trooping in the morning through the gates of the playgrounds in happy anticipation of carefree hours of play or sport or the fascination of making lovely colored things with their own hands under the shade of a tree or porch. I have watched their faces, eager, expectant, drawn by a charm as fresh as if it had not held them in its sway yesterday and many other yesterdays.

As I have thrilled to the shrill of the "yoo-hoos" and to the patter of many feet, some bare, some almost bare, I have said to myself that all is well, for here is young life in the vibrant process of the making, the most magnificent challenge and mystery in the world. And toward evening I have watched them trooping contentedly home again, weary and dirty, some trundling the younger offspring of the family under one arm and in the other an empty milk bottle, a bit of handcraft or a pasteboard box that had contained sandwiches earlier in the day.

Here, as in most industrial centers, these children are from the poorer homes, the humbler homes, homes of the mine workers, of industrial workers, of laborers in many fields of work, of foreign-born parentage. There could be no doubt as to that; a glance at their registration cards would prove it conclusively. But what else? There must be a great deal else that I should know about them. My curiosity was stirred. What age groups predominate? What play



For the majority of children city playgrounds must be a substitute for camp.

nterests hold strongest sway? What hand-rafts? How many and what national groups lo we have? What do the playgrounds really nean to those thousands of homes, to the nothers and fathers? How many children in he families? What other than the playground, vould they have in vacation opportunities? What potential leadership is manifesting itself?

These were just a few of the things that it eemed I should know about these children to nderstand their needs and, of equal impor-ance, to be able to translate their needs to hose who dictate the destiny of the commu-ity and on whose will or grace the continu-nce of the playgrounds depend. Even in per-ectly normal times it is not easy to interpret he play requirements of certain thousands f children to those whose children are sent to equestered mountain lakes in New Hamp-hire or Maine or to the seashore for the greater art of the summer. In times such as these it ecomes a perplexing problem. For one thing : means striking a fine balance between the nsistent hue and cry of "potatoes first" and nose instrinsic values, many of which are most itally derived through the child's play life nd on which our future civilization, nation-lly and internationally, must depend for sur-ival.

Unfortunately, under present conditions and ith a perspective too often accustomed to hort ranges, it is only too easy to throw the alance dangerously out of adjustment for our ture safety and welfare. Fortunately, in the risis, many minds are working intelligently n preserving the balance. Commissions, oards, city officials, finance and budget com-ittees are struggling with the problem in very community of the nation. Out of it hould come something constructive in the ad-ancement of social work—for the surviving gencies.

Finding Out the Facts

These were some of the considerations hich embarked me on the task of interpreting he work of our fifty playgrounds through a udy which began last summer of 8,681 chil-ren and 5,382 homes. Considering the vast mount of energy which had to be applied to he work itself with a curtailed staff it was not a propitious time for collecting so large a quantity of data as seemed required for so complete a study. It was collected through the extra effort of a staff of eighty capable workers and since then time has been available for assimilating and classifying it.

The 8,681 children embraced in this study were enrolled during the summer of 1931 on forty-three different playgrounds in every part of Wyoming Valley, the furthest north being twelve miles from the furthest south. This is an average of 202 children from each of the forty-three playgrounds. Twenty-four of them are located within the boundaries of the city of Wilkes-Barre with its population of 100,000, and nineteen are located in the surrounding communities with a total population of about 150,000. A number of playgrounds were not included in the study because of incomplete record keeping by the instructors. The forty-three which are included are located in communities typical of the anthracite coal region of Pennsylvania built around stark culm banks and bleak breakers, cut into sections, half-sections, and quarter-sections by railroads, narrow-gauge and "locie" tracks, each with a more adequate quota of speakeasies than ot acres of play space on which to rear its future citizens.

The children included in the study are from every section, the "patches," the congested city neighborhoods and the middle class homes of the bosses, store men, office workers and the professional men. Although 16,000 children were registered on the playgrounds, the number was cut almost in half for the purpose of our study by eliminating all those whose records were not complete enough to give me a rounded picture. All casual attenders who came but infrequently for a swing or a ride and who resisted further participation were eliminated. Regular attendance and participation in a certain number of handcraft projects and in regular daily or special activities were the basis of inclusion. 4,425 happened to be girls and 4,256 were boys. There were twenty-seven nationalities represented.

Age Groups

Often have I heard the matter of age groups attending playgrounds discussed and argued. It is tremendously important that we should know more and more about it as it applies to

our own playgrounds because of its basic relationship to program planning. The predominating age has been placed here, there and everywhere. Now we know where it belongs in the Wyoming Valley playgrounds. The following table is quite convincing evidence.

	3-6	7-10	11-13	14-16	Total
Girls	742	1,854	1,342	487	4,425
Boys	546	1,426	1,391	893	4,256
Total 1,288		3,280	2,733	1,380	8,681

Thus it will be seen that the predominating age group on our playgrounds both for boys and girls is from seven to ten inclusive and that almost seventy per cent of all of the children are between the ages of seven and thirteen years inclusive. Much has been said of the pre-school child on the playground and yet with adequate facilities and activities provided for them we find that less than fifteen percent. of our total is made up of children of the pre-school age. It is interesting to note that 428 more girls than boys in the 7-10 age and 406 more boys than girls in the 14-16 age were registered. Interpretations and constructions placed on this point will probably be as many and varied as opinions at an open session of a section meeting of a Recreation Congress. Some may attribute it to physical facilities, some to our particular program and others to local conditions.

Outings and day trips are popular vacation interests, especially when the destination is a "swimmin' hole."

Whatever the construction placed on it, it indicates very clearly that on forty-three playgrounds with both a man and a woman instructor on each playground and a uniform play curriculum we were able to pull and hold the interest of 428 more girls than boys of the 7-10 age. Also it indicates that we were able to pull and hold 406 more boys than girls of the 14-16 age. Why were not these boys fr quenters of the playgrounds at an earlier a and why were we not able to reach them un they were about fourteen years of age? N doubt the development of the skills in co petitive games between organized teams h something to do with the pull for the old boys. At any rate it reveals a great oppo tunity, for the 14-16 age is a vulnerable one the lives of boys and marks the turning poi between the course of good citizenship a crime.

It is to be remembered that only few years separate this age group from t average age of the youthful criminals w now make up a large percentage of the inmat of our prisons and most of them complain th they we wrong at fi because t community d nied them t opportunity a playgrou leaving t bars down mischief.

Religious Faiths

As to relig on, of the 8,6 children, 5,7 are being rea ed in the Catholic fait 2,539 in the Protestant fait 213 in the Jewish faith a 139 in no faith.

The question of how many playground chi dren are actually being served by other age cies of community recreation has been rais time and again. Here is the answer in o community. Of the 4,425 registered girls, 1 were at the time or had been Girl Scouts, Girl Reserves, 26 Y.W.C.A. and 1 Y.W.H.A a total of 231. Of the 4,256 registered boy 141 were at the time or had been Boy Scou 93 Y.M.C.A. and 17 Y.M.H.A., a total of 25 This makes a grand total of 482 girls and bo out of our 8,681 being reached by other age

cies exactly 5½% of those attending the playgrounds. This speaks for itself.

Vacation Interests

Another question to which I wanted to find the answer through our study was how many children have no trips away from home or to camps and are entirely dependent on the playgrounds for their amusement and recreation during the summer months. Of the 8,681 children, 3,892 girls and 3,740 boys or a total of 7,632 nearly eighty-eight percent. remained at home during the entire summer and were dependent on the playgrounds for their recreation. Without any playgrounds they would probably have been playing in the streets and finding mischief wherever it offered itself. 421 girls and 370 boys, a total of 791, nine percent, had visits of a week or more with relatives or friends in the country or other cities. Only 146 boys and 112 girls, a total of 258, less than three percent, had the opportunity of going to organized camps. Nearly all of these were Scout camps, some Y.M.C.A. and a few Church camps. These were the privileged few, 880 girls and 401 boys, a total of 1,281 had short automobile or trolley trips of a day or two to nearby lakes, amusement parks or picnic grounds. Included in this were a large number who counted a day's outing on a Church picnic as a trip, so I included the 1,281 in the large group who are entirely dependent on the playgrounds.

Children per Family

Another thing that I was curious about was the number of children per family in these 5,382 families I found that there were 410 families with one child, 810 families with two children, 867 families with three children, 929 families with four children, 765 families with five children, 560 families with six children, 429 families with seven children, 286 families with eight children, 153 families with nine children, 94 families with ten children, 42 families with eleven children, 23 families with twelve children, 9 families with thirteen children, three families with fourteen children and two with fifteen children. No wonder so few had camping or other vacation opportunities.

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During the summer the playground instructors visited 4,118 homes out of the total of 5,382 homes from which the children came. There were many reasons for these visits—securing the cooperation of the families in various playground projects, observation of the home life and environment of the children to obtain a clearer understanding ot their problems and their needs, combating undesirable influences through the medium of play and association with other children and to obtain and check on information for my study. I also wanted to secure a frank appraisal of our work from the parents of the children. For this purpose the instructors suggested to the parents of five or six families in the neighborhood of each playground that

they write me a letter stating very frankly and in their own words their opinion as to the value of the work done on the playground, either praise, suggestions or criticism.

The result was the receipt of several hundred letters, many written in foreign languages. Although all of them were differently expressed there were notes of a similar point of view as to playgrounds running through all of them. One of these dominant notes was the need of playgrounds to keep "our children out of mischief and trouble." This seemed to be an outstanding fear of nearly all of the parents of both boys and girls; a fear of some unforseen danger of conduct that would be damaging to the child lurking around the corner. Of course, many other things were mentioned in the letters, things which were of particular appeal to each mother or father and covering nearly our whole program of handcraft and special activities. Had ten times or fifty times as many letters been written from as many different homes, I am convinced that they would have been just as typical of the sentiment of the masses of our population. These painstakingly written letters are the most intensely human documents from the hands of parents that I have ever seen. I will be glad to send a printed pamphlet containing most of them to anyone writing me in care of "Recreation."

It is interesting to note how many times various comments about the playgrounds were made in the different letters. 155 letters spoke of the safety which the playgrounds afforded from street play, from playing around the railroads and mine tracks and other accidents. 142 letters spoke of the useful things made by the children and enumerated most of the handcraft projects carried on. 126 letters stated in as many different ways an unqualified advocacy of the playground, its benefits to the community, that money for playgrounds is money well spent. This interested me because the writers were home owners and taxpayers. All of these comments were expressed in no uncertain terms. 102 letters contained the frank statements of the parents that the playgrounds "keep my children out of mischief and trouble." 84 letters commented on the educational value of the program mentioning such activities as story telling, music (ukulele and harmonica), dramatics and folk dancing. In 83 letters were comments on the health and physical benefits of the playground, games, sports athletics, physical fitness tests. 77 letters expressed the appreciation, chiefly of mothers for the relief from anxiety, worry and care afforded them by the playground. Many said that because of conditions it was necessary for them to go out to work during the day and that the playground made this possible. In 5[illegible] letters were comments on the character building value of the playground, obedience, manliness, good sportsmanship, cheerfulness, sense of responsibility, honesty and truthfulness. In 56 letters was mentioned the pleasure, happiness and enjoyment derived from the playground by the children. In 48 letters the word "citizenship" was used in connection with the playground. In 41 letters was mentioned the appeal, lure or attraction of the playground for the children.

Activities

It was a matter of special interest to us to secure an analysis of participation in activities not only as a diagnosis of our program for last summer but for use in planning of future programs. The importance of changing the program from summer to summer, except in some of the fundamental activities, is too obvious to require comment. This is particularly true of the handcraft activities At least twelve new handcraft projects, six for boys and six for girls should be brought out every summer.

PARTICIPATION IN SPECIAL ACTIVITIES CURRICULUM

Project	*Girls*	*Boys*	*Total*
Pet Shows	1,283	916	2,19
Volley ball	1,119	1,742	2,86
Quoits	268	1,778	2,04
Careful Club	450	...	45
Safety Patrol	...	512	51
Safety League	1,569	1,831	3,40
Ukelele	354	...	35
Harmonica	...	305	30
Low Organization Games	2,371	1,981	4,35
Story Telling	2,256	1,444	3,70
Drama	874	368	1,24
Citizenship Activities	1,411	1,567	2,97
Folk Dancing	1,058	...	1,05
Track Meet	211	383	59
Captain ball	475	1,073	1,54
Lantern Fete	1,289	899	2,18
Hike	747	451	1,19
Music Contest	64	52	11
Playground ball	...	1,937	1,93
Knot Hole Club (merit awards)	...	457	45
Aircraft Flying Contest	...	363	36
Total Participations	15,799	18,059	33,85

PARTICIPATION IN GIRL'S HANDCRAFT PROJECTS

Paper toys	1,030
Leathercraft belts	1,180
Decorated lanterns	1,193
Rag rugs	621
Paper flowers	583
Stuffed animal toys	353
Basketry	291
Lamp shades	219
Quilting	129
Art needlecraft	117
Doll making	15
Pottery decorating	12
Chip carving	8
Cushions	6
Laundry bags	5
Miniature airplanes	1
	5,763

PARTICIPATION IN BOY'S HANDCRAFT PROJECTS

Leathercraft belts	625
Decorated lanterns	802
Woodcraft (includes book-ends, door-stops, tie racks, cut with coping saw and decorated in colors with paints or crayon)	541
Gliders (not motor driven)	358
Chip carving	344
Paper toys	216
Miniature airplanes (flying model)	208
Lamp shades	24
Rag rugs	14
Paper flowers	14
Motor boats	6
Basketry	2
	3,154

Citizenship Training

A great deal has been written about the work of the playground in the training of good future citizens. I have often wondered just how much of this is the direct product of systematic planning and organization with a fearless disregard of political disapproval and how much is merely a by-product of the things usually done on the playground. No doubt valuable social adjustments will be made and new social attitudes developed wherever children are brought together under good leadership. It is fortuitous that we can label these "citizenship building." But should we accept these as the sum total of our opportunity and our obligation? Should we be more direct and deliberate and resourceful? Should we not go deeper into the things that constitute good citizenship, good government and clean politics and depend less on the element of sportsmanship that all will come out well. I may hear the answer that the classroom and the civics class are the places for this. To this I would say that we have had classrooms for many generations and politics are still politics and worse.

Our first direct effort through the playgrounds to educate for citizenship was made six years ago in the form of a big game in which 12,000 children participated. We called it the playground election and the actual playing of it required two weeks. It was, in every way possible a miniature of a regular adult election. Printed ballots of the usual kind both for primaries and general election were used. There was plenty of enthusiastic campaign oratory but no bloody noses and bicycles were at a premium. The participating age group was restricted to children from eleven to fifteen years of age inclusive. Party delegates were elected on all playgrounds representing the three parties, red, white and blue. District and general party conventions followed from which each party emerged with its candidate for mayor and a string of officials. Through all of this part of the game with its many meetings we taught citzenship directly and forcefully and in every form. The children learned about every phase of government, municipal, county, state and national. They learned how officials are elected to office and what they do in office. They were shown both sides of the picture, the decent side and the corrupt side. They came to the primaries and general election with a wholesome respect for the ballot and the obligation encumbent on every good citizen of voting and of voting intelligently and for the good of the public. They ran their own ballot boxes and there was an element of sportsmanship about it that was good to see. Since then we have played this game every year. Two girls have been elected mayors and a number of girls have been elected to other public offices. Three times the governor of Pennsylvania has received the entire official family at Harrisburg. As these children reach voting and office holding age, which they are now doing, there will be a new element introduced in our political situation.

NOTE: It is suggested that anyone wishing further information about the playground election plan as it is operated by the Playground and Recreation Association of Wyoming Valley, 1266 Miners Bank Building, Wilkes-Barre, Pennsylvania, communicate with the association which has issued some interesting material on the subject.

All Aboard for the International Congress!

There are many reasons, and many inducements, too, for going to Los Angeles. Here are a few of them.

EVERY Recreation Congress has been a singing one. Indeed there is singing nowadays at almost every one of the hundreds of conventions held annually in this country. At no other times is the power of music to bind the people together more valued than it is at such gatherings. Knowing this there is greater interest in the musical possibilites of the International Recreation Congress than there has been for any other one.

First of all, the possibility of bringing together in spirit people of over thirty nations is very stirring; and a second reason for the special interest in music is the possibility of a very valuable interchange of the best folk songs in the nations. A letter has gone to the leading delegate of each nation asking that the original words and music of each country's six best beloved folk songs be sent to us with translations. As a result we have received copies of many delightful and inspiring songs, some of which we shall sing at the Congress and the remainder of which we shall, it is expected, have an opportunity to become familiar with at special times when especially interested delegates will be invited to sing or listen to them.

British sportsmanship is traditional. Noel Curtis-Bennett, C.V.O., will tell how recreation has contributed to it.

The International Congress is coming at a time when interest in group singing is greater than it has ever been in this country. In summer camps, playgrounds, other recreation centers, rural clubs for children and for adults, Boy Scouts and Girl Scouts, parent-teacher associations, the Rotary, Kiwanis and other service clubs, and, most widely of all, in schools, there has been increasing desire to cultivate informal singing. In the past, especially during the war, this desire has usually been concerned entirely with the power of music to arouse social feeling and strengthen morale; and the quality of the words and melodies sung has often been a minor consideration or it has been entirely neglected. This is still a common failing. But while social feeling and morale are very important considerations, especially in these times, there is a growing interest in the more fundamental aspects of music, in its providing a way of fuller, richer life for the individual and the group.

"What is best and most delightful to sing?" is asked by more and more groups. There is a constant stream of songs being published by our composers of so-called popular songs, but though many of these are sung by some of the groups to which we have referred, few of them are suitable in words or in music for the most enjoyable kind of singing that is being sought. That kind of singing has been carried on for generations by the folk of our country and other countries older than ours. We in the United

CONGRESS FEATURES

A picturesque water pageant in the new Olympic Pool put on by 600 children from the Los Angeles Playground and Recreation Department. Audience of 10,000 being planned for. Saturday night, July 23.

A music demonstration in the beautiful municipal Greek Theatre including massed bands, community symphony orchestra, civic chorus of 1000 voices, Negro spirituals, and group singing by the 5000 spectators. Sunday night, July 24.

An international Play Day at the Rose Bowl, Pasadena, depicting the traditional games and sports of various nations. Staged by foreign groups. Wednesday night, July 27.

An old-fashioned Spanish Barbecue at Pasadena's nationally known Brookside Park. Wednesday night, July 27.

States are likely to profit most from an interchange of folk songs, but our purpose is to provide such a collection of songs from many nations as will be welcomed by the leaders from each nation represented at the Congress.

We may not all be able to understand one another at the Congress; there may be barriers of language and customs. But when we sing together we shall have a real league of nations, an ideal international community, which may ultimately have greater value than all the international conferences of diplomats that have ever taken place. Moreover, we are not forgetting that an interchange of songs may produce happy results in the many groups of foreign-born men and women in American cities and towns.

CONGRESS FEATURES

International play night and social dancing. All delegates participating. Monday night, July 25.

A special tea for all delegates given by the Directorial Staff of the Department of Playground and Recreation, City of Los Angeles.

Four afternoons free for tours of Los Angeles and vicinity to see parks, playgrounds, beaches, community activities and facilities, as well as other points of interest, including moving picture studios, and estates, the famous California orange belt, and camps, also for golf and swimming at municipal courses and beaches.

An international exhibit showing recreation around the world.

Olympic Games open the day after the Congress closes.

Some Inducements Offered

There is still time for last minute delegates to climb aboard the Special to Los Angeles! Inducements are many and are increasing rapidly as July 23rd approaches. Interesting personalities from many lands will be present. The Congress immediately precedes the Olympic Games. Unusually attractive entertainment events have been planned. The Biltmore Hotel, Congress headquarters, has reduced its rates, and there is the important consideration that travel costs to California this year are very low.

G. D. Sondhi, latest member of the Advisory Committee, is connected with the Indian Educational Service at Lahore.

The Recreation Congress Special party is scheduled to leave New York, Saturday, July 16, at ten A. M. Eastern Standard Time. This is the official Congress Party. Special services—reduced rates. Delegates from all parts of the East, Middle West and South may connect with the Special Party at no extra rail cost. If you are not on the regular route (New York to Chicago via the Pennsylvania Railroad) plan to join the party at Chicago. Special leaves Chicago Sunday night, July 17, at 8:00 P.M. Stopovers at Salt Lake City, Oakland and San Francisco with tours and entertainment provided by local committees. Please notify us at once if you are planning to join the Special.

Dr. Karl Ritter von Halt, attorney, banker and sportsman of Germany, will discuss the subject of Family Play.

(Continued on page 211)

First International Recreation Congress Program

Of special interest is the fact that the program, which includes topics of vital interest, is now in its final stages and we are able to announce many of the speakers and topics.

GENERAL SESSIONS

Count de Baillet Latour, President of the International Olympic Committee, Belgium
Response (to Address of Welcome) for Visiting Delegates.

Sir Harold Bowden, Chairman and Managing Director of the Raleigh Cycle Co., England
Use and Abuse of Leisure.

Noel Curtis-Bennett, C.V.O., Honorary Treasurer, The National Playing Fields Association, England
Contribution of Sport and Recreation to British Life and Character.

Walter F. Dexter, President of Whittier College, Whittier, California
Recreation and Citizenship.

J. Sigfrid Edstrom, Managing Director, Swedish General Electric Company, Sweden
Recreation in the Scandanavian Countries.

Dr. Joseph Gruss, President of the Czechoslavak Olympic Committee, Czechoslovakia
Sokols in Czechoslovakia.

Gustavus T. Kirby, Treasurer of the National Recreation Association, New York City

Dr. Seiichi Kishi, President, Japan Amateur Athletic Association, Japan
Recreation in Japan.

Dr. Rufus von Kleinsmid, President, University of Southern California, Los Angeles, California
Possibilities of Recreation in Promoting International Good Will.

Dr. Theodor Lewald, President, German National Commission for Physical Training, Germany
How Does Germany Justify the Large Public Expenditure for Sport Facilities?

Alderman E. S. Marks, Australia
Recreation in Australia and Games Played There.

Dr. Robert Millikan, Director, Norman Bridge Laboratory of Physics and Chairman, Executive Council, California Institute of Technology, Pasadena, California
The New World of Leisure as Viewed by a Scientist.

Dr. F. M. de Molnar, International Commissioner, Hungarian Boys Scouts Association, Hungary
Contribution of Scouting to Recreation in Europe.

Honorable James Rolph, Jr., Governor of California, California
Address of Welcome.

General Dr. Stanislaw Rouppert, V. P. Scientific Council for Physical Education in Poland, Poland
Recreation in Poland.

Colonel Dr. Meriggio Serrati, Royal Italian Navy, Italy
Recreation in Italy.

GROUP DISCUSSION MEETINGS

Sports for the People

Gustavus T. Kirby, Treasurer, National Recreation Association, New York, New York
Dr. Carl Diem, General Secretary, German National Commission for Physical Culture, Germany
Lamberto Alvarez-Gayou, Director of Physical Education and Public Recreation, Northern Territory of Lower California, Mexico

Recreation in Rural Districts

Snowpine Liu, Writer and Lecturer, China
W. R. Ralston, Extension Department, University of California, Berkeley, California

Arts and Crafts in a Recreation Program

Dr. R. Tait McKenzie, Sculptor and Author, Philadelphia, Pennsylvania
Leila Mechlin, Secretary, The American Federation of Arts, Washington, D. C.

Recreation in Workers' Organizations

Leifer Magnusson, International Labor Organization of the League of Nations, Washington, D. C.
Alice Henry, Author and Lecturer, Australia
A. W. Hoch, President, California State Federation of Labor

Family Play

Mrs. Hugh Bradford, President, National Congress of Parents and Teachers, Sacramento, California
Dr. Karl Ritter Von Halt, Attorney, Banker, Sportsman, Germany
Mrs. E. Phyllis Devey, Representative of the Parents National Educational Union, England
August Ocenasek, Ministry of Hygiene and Physical Education, Czechoslovakia

How Can School Systems Prepare for Leisure?

Dr. Frank A. Bouelle, Superintendent of Schools, Los Angeles, California

Candido Bartolome, Acting Director of Physical Education, University of the Philippines, Philippine Islands

Dr. J. L. Meriam, Professor of Education, University of California, Los Angeles, California

Institutes for Training Recreation Leaders

William R. La Porte, Professor of Physical Education, University of Southern California, Los Angeles, California

Dr. Carl Diem, General Secretary, German National Commission for Physical Culture, Germany

Use of School Facilities (After Hours) for Recreation

Paul E. Stewart, Superintendent of Schools, Santa Barbara, California

Professor Buichi Ohtani

Dorothy C. Enderis, Assistant Superintendent in charge of Extension Department, Milwaukee, Wisconsin

Recreation and Unemployment

George R. Bliss, Chairman Southern California Recreation and Park Development Committee, California State Chamber of Commerce

Frau Dr. Elsa Matz, Member of the German Reichstag, Germany

V. K. Brown, Superintendent of Playgrounds and Sports, Chicago, Illinois

Recreation in Religious Groups

Dr. John Brown, Jr., Secretary of Physical Education, National Council of Y.M.C.A's.

Oscar A. Kirkham, Executive Secretary, Young Men's Mutual Improvement Association, Salt Lake City, Utah

Recreation and Delinquency

Avery Brundage, President, A.A.U., Chicago, Ill.

Mrs. Sigmund Stern, President, Recreation Commission, San Francisco, California

Hon. Robert H. Scott, Judge, Superior Court, Los Angeles, California

Recreation as a Field for Volunteer Public Service

Clyde Doyle, President, Recreation Commission, Long Beach, California

Noel Curtis-Bennett, C.V.O., Honorary Treasurer, National Playing Fields Association, England

Literary Activities in a Recreation Program-Use of Lectures, Forums, Debates, Reading

Lee F. Hanmer, Director, Department of Recreation, Russell Sage Foundation

Sibyl Baker, Supervisor of Playgrounds, Washington, D. C.

Everett R. Perry, City Librarian, Los Angeles, California

Amateur Music Making—Orchestras, Choruses, Festivals, Bands

Speakers to be announced

Recreation and City Planning

Charles H. Diggs, Director, Regional Planning Commission, Los Angeles, California

Senor Carlos Contreras, Architect and Member of the National Planning Commission of Mexico, Mexico

Charles Henry Cheney, Palos Verdes Estates, California

Governmental Administration of Recreation

Hon. Austin E. Griffiths, Former Judge of the Superior Court of the State of Washington, Seattle, Washington

Professor Ernst Wunsch, Czechoslovakia

Alderman E. S. Marks, Australia

Questions and Answers on Recreation Problems

Howard S. Braucher, Secretary, National Recreation Association

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NOTE: No addresses are scheduled for this session. A number of experienced workers will be in attendance to try to answer recreation questions which delegates may desire to present. List your questions and hand them to the Chairman. Other questions may be raised from the floor.

Hiking, Camping, Mountain Climbing and other Outing Activities

Jerome B. Pendleton, President, Playground Commission, San Diego, California

Dr. Frank M. Messerli, Switzerland

Frau Dr. Elsa Matz, Member of the German Reichstag, Germany

Recreation for Women and Girls

Mabel Lee, Director of Physical Education for Women, The University of Nebraska, Lincoln, Nebraska

Emily Case, Chairman of the Department of Hygiene and Physical Education, Ginling College, China

Anne F. Hodgkins, Field Secretary, Women's Division, N.A.A.F., New York City

Additional Recreation Topics of Special Interest

E. G. Drigny, France
Development and Use of Swimming Pools in Europe

Frank Beaurepaire, Australia
Playgrounds in Melbourne

Dramatics in a Recreation Program

Mrs. D. E. F. Easton, Past President of San Francisco Federation of Women's Clubs, San Francisco, California

Harry E. Troxel, Supervisor, Educational Dramatics, Oakland, California

Virgil Dahl, President, Los Angeles County Drama Association, Los Angeles, California

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First International Recreation Congress

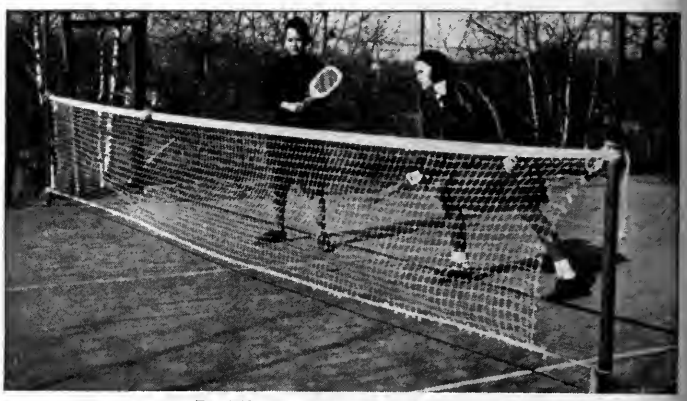
July 23-29

Paddle Tennis

By JOHN FOX
Director of Recreation
Millburn, New Jersey

HISTORY tells us that the oldest games of which we know were played in Europe in the Middle Ages, and in much the same form as the games are played now. The two oldest tennis games are known as "Court Tennis" and "Racquets," and the tennis games of today are derived from these two, falling naturally into two groups, known as the net games and the wall games.

Lawn Tennis has been the most popular of all the tennis games. It was devised by Major Wingate, an English army officer, in the early seventies. Some of the best elements of court tennis were retained and the game was simplified and adapted to outdoor play. It rapidly gained favor, and is now played in all civilized countries. Paddle Tennis is an adaptation of tennis. It was invented in 1925 by Frank Peer Beal, who sought to incorporate all the good points of tennis into a game that did not require the perfect physical facilities of tennis. It is played exactly as tennis is played, and it has much of the fascination, speed, fun, and skill of the regular game.



Paddle tennis teaches children skills which will later make tennis so fascinating a game.

This new game may be played on any kind of smooth surface, turf, wood, dirt, asphalt or concrete. The court is laid out similarly to a regular tennis court, except that all the dimensions are halved. The playing area is 18 feet by 39 feet, thus requiring only one-fourth the area of a regular tennis court. Because of the reduced space required, four times as many people can play as could play regular tennis—sixteen people on the space required for one tennis court.

Two years ago one of the problems in our municipal park was the lack of a sufficient number of tennis courts to care for all who wished to play. At that time, as well as now, financial conditions did not permit the installation of new tennis courts, and also there was very little ground that could be given up for active game purposes. As an experiment to relieve the crowded conditions of the tennis courts, a battery of four stone dust Paddle Tennis courts was installed.

To say that the game proved popular with the playground children is putting it mildly. In one season's play it became our leading playground sport. It was not

It takes only half as much space for paddle tennis as for regulation, but there is just as much exercise!

long before the conclusion was forced upon us that under the constant wear and tear to which the courts were subjected nothing short of concrete surfacing would serve satisfactorily. At the outset we did not make a hard and fast rule that rubber soled shoes must be worn, for we knew that the poorer children could not afford them. Naturally, the hard leather heels played havoc with the stone dust courts. The necessity of lining the courts daily with lime was another contributing factor toward the installation of concrete courts, as well as the lengthening of the playing season.

Accordingly specifications were drawn up, and a four-inch concrete slab, with proper sub-drainage, measuring 120 x 60 feet was built and four courts laid out. The playing lines were marked out with traffic paint. The cost of the whole project was less than $600. This was made possible by the use of unemployed labor and the low price of materials.

We believe the venture has been a success, for the children are playing it in large numbers, and consequently the present demand by children for tennis permits is less, leaving more courts available for adults. In the future, however, we are expecting a larger demand for tennis courts due to the fact that tennis is being taught through the game of Paddle Tennis to children who otherwise would never have become interested. We would prefer that the children play Paddle Tennis instead of tennis for several reasons. Experts say that children should not play tennis with an under-sized racquet because it weakens the wrist and does not aid them in learning strokes. William Tilden says that a child, boy or girl, should start with a full-sized racquet of at least thirteen ounces. Our theory is that a child will learn the strokes much better by using the wooden paddles for its weight, balance, and size are better adapted to his strength than a full-sized tennis racquet. The game does not require the expensive equipment that tennis does. Our department furnishes the paddles. The only equipment a child must have is a ball, and what child does not possess some sort of a ball that will answer the requirements? The sponge rubber ball is recommended for play, but our children use old tennis balls that have been given them by older brothers and sisters or adults. A full-sized tennis court is too large and the regulation tennis net height is too high for children under twelve years old.

Our tennis players who are proficient at their game never play Paddle Tennis except when the clay tennis courts are too wet for play. Quite a few adults do play Paddle Tennis during the evenings, but they represent a group who have never been really good tennis players. We understand, however, that nationally famous tennis stars do endorse it enthusiastically and that in other cities it has become popular with adult tennis players.

The Paddle Tennis nets are put up each morning at nine o'clock and are taken down when darkness prevents further play. Thus the courts are accessible for use during much longer hours than the playground is open under supervision. Players sign on a half-hours basis for singles and one hour for doubles which prevents the monopoly of the courts by a few players.

On our courts we find that the boys start as young as seven and the girls as young as nine. After a season's play they develop skills that will be a great advantage in playing tennis later.

Tournaments are conducted twice during the summer season, July 4th and Labor Day. The boys are grouped according to age. The lowest division is for boys eight years old and under, the second division is for nine and ten year olds, the third for boys eleven and twelve years old, a fourth for boys thirteen and fourteen years old, a fifth for ages fifteen and sixteen, and a sixth division for all boys and men over sixteen years old. The girls' divisions begin at ten years old and under, the second for eleven and twelve years, a third division for thirteen and fourteen year olds, a fourth group for girls fifteen and sixteen years old, and a fifth classification for all girls over sixteen years old. Approximately 258 boys and girls entered the summer tournaments.

The Millburn courts are not set aside exclusively for the use of either boys or girls, but the playground program provides for their use by the two groups either at the same or at different times. Although the Paddle Tennis and tennis courts are considerably removed from the center of control they require but little supervision due to a self-administering registration system.

We find that Paddle Tennis is an excellent build-up game for tennis, since it teaches the tennis terms, counting, and the proper stroking and where space and finances must be considered, communities may well investigate the merits of Paddle Tennis.

The Meek Inherit the Mirth

By MABEL MADDEN
Supervisor, Community Activities
Cincinnati Public Recreation Commission

The story of a theatre which travels from street to street dispensing good cheer and friendliness!

"IF this hot spell don't stop soon, I'll just die," said Mrs. Valerio to Mrs. Corrigan, across the narrow fire escapes that separated the two tenements. It was the beginning of another hot night for the families in the over-crowded houses along the street.

"That's a point for our street," said Mrs. Corrigan, answering the questioning look on Mrs. Valerio's face. "When they shout loud like that it means our team is ahead."

Mrs. Corrigan was referring to the volley ball game between the Senior Men of Adams Street and May Street, being played on the street below. For Adams Street was one of the twelve play streets operated every night from six o'clock until dark by the Recreation Commission. Looking down from her third story window, Mrs. Valerio scanned the street below blocked to traffic and swarming with people. Next to the senior men's volley ball game was the kick ball game of girls 14 to 20 years of age, and next to that the game of long base played by boys 10 to 14. The farther end of the street was pre-empted by the younger children who were playing checkers, jacks, O'Leary and circle games under the direction of an energetic young woman whose armband attested the fact that she was the "play leader."

"Did you go down to listen to the gypsy storytellers tonight?" asked Mrs. Corrigan.

"No, I had to get supper for the Mister. Wouldn't he just work overtime when I wanted to hear the ending of the story about that man Siegfried, or whatever his name is! Tell me what happened after he killed the dragon and started covering the dwarf with gold? Did he marry Brynhild?"

Courtesy Salem, Mass. Park Commission

At little expense the Board of Park Commissioner Salem, Massachusetts, has evolved a travelling st the basis of which is an obsolete horse-drawn h and ladder truck. Scenery consists of one statio

Mrs. Corrigan was referring to the young women dressed as gypsies who visit the play streets to tell stories to the youngsters. She didn't know, however, that the gypsies had long ago discovered their excuse for "bringing the children," and were arranging their stories to entertain the mothers as well as the children.

"Tony didn't want to work overtime, anyhow, tonight," continued Mrs. Valerio. "He was afraid he'd miss the show."

"The show!" exclaimed Mrs. Corrigan. "Is it coming tonight?"

"Sure, the supervisor said so on the bull'tin board."

"Well, I'll get in and finish my dishes. I don't want to miss it. You know, Mrs. Valerio, it's good to live in Cincinnati. The city does so much to make it happier for the likes of us who're too poor to pay for things."

ainted in oil upon unbleached cotton and nailed to the stage. There is adequate space, for the is 28 feet long, 14 feet wide and 14 feet high. hildren present their plays on Community Night.

In congested districts where play areas cannot be provided for lack of space, municipal recreation departments are frequently forced to devise some means of taking recreation to the people in their own immediate neighborhoods. Thus play streets, wandering gypsy storytellers, street showers and similar institutions have come into being in a number of our large cities. Cincinnati, one of the cities which has been most successful in utilizing the play street plan, has also developed the travelling theatre idea and made it an effective feature of the city's recreation program. A detailed account of the Public Recreation Commission's Play Street program, of which the Travelling Theatre is a part, will be found in the April, 1932, issue of RECREATION.

The Travelling Theatre Appears

Yes, there it was, the old Travelling Theatre truck, rumbling slowly down the street, waiting for the children to make way for it. Some of the youngsters climbed up on the back and rode the half block to the stopping place. The children watched, wide-eyed, as the driver and his assistant took wooden bucks from the truck, placed them at regular intervals on the street, dropped the sides and back of the truck, making a stage 18x18 in diameter. Two inch pipes were inserted in the four corners of the floor, and on these was suspended the cycloramic curtain, covering the entire stage, as a backdrop. Footlights, headlights, and the front draw curtain were next installed and everything was ready for the show.

Mrs. Corrigan's children were excited. They ran around and found soap boxes for seats and hurried back to find about three hundred children sitting behind the ropes, on boxes, chairs, benches, and on the ground. As many adults were standing in the rear.

The first performer was a singer, with a beautiful soprano voice, the high kind the children loved to hear. Then two children, in Dutch costumes did their "Hans and Hilda" song and dance. Their wooden shoes made such a noise that all the children giggled with glee. The one-act comedy brought down rounds of applause from the mothers and fathers, and everyone enjoyed the instrumental trio and accordion solos which followed.

Then the musical director asked if everyone didn't want to join in a song. For fifteen minutes the street resounded with the six or seven hun-

dred voices singing popular songs, following the words which were thrown on the screen by the stereopticon machine. It was now almost nine o'clock, and the director hastened to erect the movie curtain. A two-reel comedy completed the show, and the children started home to dream of the funny man getting into all sorts of mix-ups with his banged-up old automobile.

This, in brief, is a scene enacted every night during the summer months in the congested districts of Cincinnati. The Travelling Theatre was designed and built by Will R. Reeves, then Director of Recreation, nine years ago. Since that time, at least eight cities in the United States have established similar theatres.

The theatre visits one play street each evening. These streets are closed to traffic by order of the City Manager.

The most difficult problem, of course, is to provide a good program for each night of the week. Since the Recreation Commission's budget is so limited it is impossible to allot any funds to pay for the entertainment features. Therefore, all performers must volunteer their services. No one is paid. The programs are provided by the various music, dancing and dramatic schools and many interested individuals not connected with any organization.

To secure performers it is necessary to have some one call for them at their homes, take them to the theatre and return them to their homes after the performance. The Travelling Theatre is, in this respect, an example of the fine things that can be accomplished by community co-operation. The Service, Luncheon, and Civic Clubs of the city are most generous in providing automobile transportation. The Cincinnatus, Rotary, Kiwanis, Chamber of Commerce, Council of Jewish Women, Ruth Lodge, Lions, Woman's City Club, Co-operative Club, and Civitan Club each agree to give two weeks during the summer when the members of their organizations take care of the transportation for the theatre and gypsy storytellers.

When the theatre was first started the programs were devised for the entertainment of children. It was found, however, that two-thirds of the audiences were adults, mothers who were cooped up in their two-room flats all day, washing, ironing and taking care of a large brood of children. They hadn't the money to pay for admission to commercial theatres, and if they had the money they couldn't take with them very small children. The fathers, after working in a hot factory all day, came home to a hotter tenement room at night.

These, then, the fathers and mothers as well as children, were the ones who brought their chairs and benches and sat down to enjoy the fun of the Travelling Theatre.

Many Other Activities

But as Mrs. Corrigan would say, "This is not all the City of Cincinnati does to make it happier for 'the likes of us who are poor.'" Additional playgrounds are being opened every year. Each week of the summer season sees a special tournament in progress, either jacks, hop scotch, checkers, paddle tennis, O'Leary, baseball, volley ball, swimming, quoits or sailboat racing. For it brings out thousands of children to take part in active games, while those who prefer drama and folk dancing may have their part in the annual playground pageant.

Work benches on each playground, completely equipped with tools and material, provide opportunities for all children to learn to use their hands in making useful and artistic articles. A handcraft specialist visits each playground weekly to assist embryonic wood carvers, painters, sculptors, carpenters and ship builders. Visitors at the playground handcraft exhibit marvel at the fine workmanship, ingenuity and originality of many of the articles made by children under sixteen years of age.

Then there are the playground orchestra and band with their many concerts. What a thrill for the children to play on the same stage from which Paul Whiteman, Sousa, Henry Fillmore, and other famous leaders have held their audiences spellbound! Nor are the older people overlooked, for all the playgrounds are reserved for their use after 5:30 P. M. The older boys and girls have their tennis, baseball and volley ball leagues, while their fathers vie in horseshoe pitching. For their mothers there are the playground mothers' clubs, which in addition to many social activities, provide leadership and chaperonage for the playground dances conducted at night.

Yes, we agree with Mrs. Corrigan that as long as the Recreation Commission continues its progressive efforts for the community it's good to live in Cincinnati!

Bicentennial Flower Gardens

By EMMA PERLEY LINCOLN

1732 The planting of flower gardens in honor of George Washington, a patriotic movement sponsored by the United States George Washington Bicentennial Commission, is meeting everywhere with the greatest interest, but with no greater enthusiasm anywhere than in the schools and playground associations. Organized groups whose garden activities each year constitute the most stimulating activity of the spring and summer months, are eagerly seizing this colorful opportunity to participate in the Bicentennial celebration in a way which is as enjoyable as it is fitting.

While it is not always possible or practicable to reproduce accurately an old Colonial garden, as is done in some cases, it is for the most part convenient to plant Colonial flowers, and it is interesting to discover that many of our favorite blooms trace their distinguished ancestry to the flowers which were here to greet the first white men, or at least came to us through the generations from a carefully shielded single pot transported for sentimental reasons from the home shores to the new land.

At this point in our garden history, school and park gardens bloom from spring to fall, the result of the directed industry of the school children of America. One of the most interesting developments which has come under the observation of the writer is that of Eastern High School in the District of Columbia, a pretentious garden project which is this year dedicating its activities to honoring the Father of His Country who was himself such a successful and ardent gardener and farmer. Eastern High School holds the distinction of being the first high school in Washington to be provided with its own greenhouse and garden. The greenhouse supplies plants for laboratory study, and it also shows, for the biology classes, the constant interrelation of animals and plants. There are two main gardens—one of native plants just back of the greenhouse and another, larger and more formal, to the front and south. The latter is divided 1932 into four smaller gardens, outlined with box and evergreen privet. Each of these has a central greensward surrounded by a border of perennials. Two of the smaller gardens are planted entirely with roses. Flagstone walks separate the gardens and meet in the center at the charming sun dial of Tennessee marble and bronze, designed by Miss Kathryn Harris, which is a memorial to A. Margaret Merrill, a former teacher who encouraged in the pupils a love for outdoor life. The garden is surrounded by a fence with trellised gates and arbors, over which climbing plants are being trained.

It is planned to have all kinds of plants that can live in Washington represented in the garden or somewhere on the school grounds. Washington is the northern limit of such plants as the magnolia and crepe myrtle, while it may be considered the southern limit for the more hardy hemlocks and rhododendrons.

Eastern's garden is on a high terrace from which the land falls away to the east, with an unbroken view of the winding Anacostia River and the wooded hills beyond. The vistas of sky and water and wooded hillside lend special delight to the garden and this view of the open country, so unusual in a city school, is another decided advantage of Eastern's remote location.

In all this magic transformation of a rough expanse of muddy common into the present attractive gardens Miss Lewanna Wilkins, the head of the department of biology of the Eastern High School, has received invaluable assistance from B. Y. Morrison, horticulturist of the Department of Agriculture, who suggested the plans for the landscape gardening, and from C. B. Fitts, also of the Department of Agriculture, who directed

(Continued on page 212)

A Mayor Looks at Recreation

Courtesy Department of Parks, Seattle, Washington

It is a tribute to play leadership when boys reach the point of making their own decisions amicably!

By P. W. McFADDEN
Mayor, City of Austin, Texas

What can the recreation movemen do for a city? What spiritual out growths are the result? Some impressive testimony is offered

I COME to you with some trepidation. Mine is the busy life of a busy man with the duties and management of two drug stores and the responsibilities of the Mayor of a city. I have not had time to prepare properly the things you should hear tonight, but the subject of recreation has been outstanding in my mind for many years and I am glad to give you the results of my thinking.

More than five years ago there wandered into our city a young man of gentle demeanor, soft of speech and with southern accent; a man of quiet and thoughtful attitude. He stopped, looked and listened. No sound, no sight, no arresting interests. He looked again, and he wondered what interested the people of Austin. He looked about at the scenery; he found it rather engaging, beautiful. The contour of the city being full of ups and downs, was attractive especially to one who came from the plains of the lower tier of states. Nevertheless, what were the people of this city doing with their spare time? He wondered and dreamed.

Almost a year later that same young man, who was Eswald Pettet of the National Recreation Association, gently knocked at the door of the Council of the City of Austin, accompanied by a few men whom he had interested in the young life of our city. So quiet and thoughtful, so unobtrusive was he that we thought: "What is this he is trying to put over?" He had enlisted a rather aggressive, talkative man in his project who came with words, big and little words, low and loud words. He interested the Council, arrested their attention. Then the quiet young man arose and told what the possibilities here in Austin might be. He told of his findings and the fruits of it, which he could almost see, were recreation given a chance. It appealed to me—hi

At the District Conference held last April in Austin, Texas, Mayor McFadden addressed the recreation workers in attendance. His account of the way in which the recreation program in Austin had been inaugurated and had grown, and his analysis of the values involved for his city, will be of interest both to private citizens and to public officials who are seeking to promote similar programs.

quiet way of doing and seeing things. He did not use any aggressive methods; he had no false salesmanship. He regarded us as thinking people, and he brought to our attention a project which he felt merited our thought and action.

He handed me a copy of the RECREATION magazine, and with a few kindly words he left the Council chamber. I read the magazine with interest; read it a second time with still more interest. It opened my eyes. I had laughed with a good many Austin citizens about teaching children how to play—the absurdity of the thing. But as I read this magazine and dwelt upon the various lines of thought it aroused, I came to realize that there was more in it than the joker or the casual observer would ever dream. So month by month I have read that magazine religiously because I felt that from it a seed would be planted in my mind the fruits of which would be of great benefit to the City of Austin.

With Mr. Pettet's help we secured a young director of recreation. He came and began the work. Never did he feel quite at home, never did he feel settled, never did he reach the point where he was ready to sign a contract. And when he felt it was wise he withdrew. We appealed again to Mr. Pettet and he brought us Jimmie Garrison, one of the finest gifts, in my judgment, any man ever gave a city. Mr. Garrison sold himself to the Council the very first time he came before them. He was full of enthusiasm, full of "pep," knew his stuff and was willing to tell it to others interested. He was not, however, willing to bore anyone with it if he was not interested. He impressed the Council favorably. After his withdrawal the Council said: "That boy will do. He has something to bring us and we certainly will have a recreation department." In the meantime I had carried my magazine to others in the city I thought would be interested — Will Caswell, John Pope, Mrs. Pope. Seed was sown among a number of others, which we hoped would later bear fruit.

When I was asked to speak to you tonight, I began to look around to find something to talk about. I talk with boys and girls who have been in the recreation activities, with some of the mothers and fathers, and more and more it was borne in upon me that there was something being created in Austin which was bigger and better, a finer and nobler thing than we had expected from recreation.

Some of the people who do not understand think that the whole aim and purpose of recreation is physical development. That is what mother thinks when she sends her boy to the recreation field. There is more than this. It is fine for that boy to make good contacts, and well directed play does a spendid thing for him. It will develop his body, and that will help him develop his mind. But in these later days I have been thinking there is a result arising from these activities that is far beyond mere physical development. Fine as that is, and necessary and worth-while as it is, there is something higher and more worth while that is coming out of it, and that is what I want to talk to you about.

May I venture to turn my speech to the spiritual side of recreation? As you may have implied from what I have said, I dwell on the spiritual side of life, and I see a little beyond that which the casual observer would see. The spiritual outcrops of recreation are evident over our whole city. If I may use a term that brings us back to earth again, these seeds have been planted, these sprouts have come up, the shrub and bush and tree have grown and developed; they have vigor, strength and durability. The blossom and bloom of the thing are right before us day by day.

When we see these blossoms they are beautiful, entrancing, engaging. I want to tell you something about them. They are manifest to you who are recreation workers; you have been looking for them, and they are the things that are hidden behind your effort. You have seen them, you knew they were coming, but it was a revelation to me; I was not looking for them.

I had known boys and girls on the school playgrounds; dominant, rude, they dictated everything and would not play the game unless it was played their way. Now there is fairness, gentleness, consideration. These are some of the fruits that we know are the spiritual fruits coming out of these fine plants that you have planted and are nurturing. Day by day as I question our boys and girls, I see them, and our friends are beginning to see them and are beginning to talk about them.

Ambition. You may not think this is spiritual but it is. Mental activities that bring about ambition are the same activities which bring about spiritual values, courage and other attributes. They are ambitions, of course. I just want to recall to your mind the origin of the word "ambition." It means "going about." In former times ambition was the activity of the man who went about seeking votes. Not so now. Ambition now is the desire deep down in your soul for superiority, worth-whileness. That is the ambition which I am seeing manifest in boys and girls—the ambition to excel, to be superior, to be worthy.

Tolerance. I spoke of this a while ago. I remember the first time I went out to see conditions in our city. We found a group of boys playing ball, and it was the noisiest group I have ever seen. They could not play for wrangling; they did not know how to play. Just the other day I happened down at Pease Park, and there was a group of boys playing ball. Do you know, there was not a sound, no noise, no one running the thing? Every boy knew what he should do and was in his place. I said, "There is just one of the things that has come out of this directed play."

Reverence. One of the finest attributes—and I see it now and again—is reverence. In the days of my bringing up boys did not have a great deal of respect for elders, and I see that reverence is being shown more and more in the boys and girls of today. I am superintendent of a Sunday School, and it has been my effort and prayer to make our boys and girls respect the House of God. I have impressed them with the fact that they must have a reverend manner in the House of God. I see the fine, wholesome spirit of reverence that is coming into our boys and girls from this effort you are making.

Patience. It is not natural for children to be patient. But do you know, it is being demonstrated more and more day by day? I call upon each one of you to exercise yourselves to build up this fine spiritual attribute of active patience.

Obedience. When I spoke to my partner about this he said: "Why, that is not a spiritual development." But it is. Obedience is spiritual if it is anything. It is the result of patient teaching and nurture and development from the outside. If our citizens are going to be worth while citizens, it is going to rest largely with you people. Boys and girls must be taught obedience to law, obedience to man, obedience to the rules laid down for the game they are playing. I want you to be on the lookout for the spiritual side of your attainment. It is a manifestation of this activity you are engaged in.

Courage. And now here is the very rose of the whole group of flowerings I have been talking about. Courage is the finest attribute of any human being. It has been the prayer of my life that when the testing time comes I may have courage.

Consciousness of power. This is one of the things you must develop in your boys and girls. Recognize it in the activity. When you see a boy showing fine self-control give him every chance to become conscious of his power. You can direct his activities on the playground. It is to be hoped that his power will be directed in the right direction. This is not your responsibility, but it *is* your responsibility to make him conscious of his power.

I think you are in a very great work. I think you are serving not only your generation but you are serving your God when you do what you can to bring about these fine spiritual attainments that I have brought to your attention.

I want to say one more word of encouragement. You may not get your reward here, but you will get it in the consciousness of knowing you have done what you could for the boys and girls of this generation.

Increasingly mayors and public officials are realizing the importance of recreation as a vital force in community life and are urging increased facilities and programs. Particularly at a time when unemployment is resulting in millions of hours of enforced leisure do these officials feel that playground activities for children should continue and a program for adults should receive special emphasis.

Testimony from one city is impressive. The 1931 report of the Oak Park, Illinois, Playground Board states: "The argument seems to be not: Can we afford recreation, but: Can we afford to be without it. It is a gratifying fact that the general sentiment of Oak Park residents during the depression has been one of unquestioning acceptance of the necessity for supervised playgrounds. A resident stated at a recent meeting of taxpayers that he did not see how the community could function at all in the present condition of unemployment unless it had playgrounds, parks and libraries."

"Whoopie" Play Boats

By ARTHUR LELAND
Supervisor Recreation, Newport, Rhode Island

ONE of the Newport playgrounds has a very fine bathing beach in the harbor where the water is usually quite still. To add to the enjoyment of the bathers here, last year we designed some play boats, very narrow and "cranky" and patterned somewhat after a Mississippi bateau. The first boat we named "Whoopie," the second, "Ann Howe."

It's a temperamental plaything and its balance is precarious! But, what fun!

The boats, which are less than eight feet long, are not intended to be either safe or seaworthy, the idea being to make them as "cranky" as possible in order to teach the art of balance. Only those who have demonstrated their ability to swim are allowed to use these miniature canoes which will hold two grown people if they trim ship and preserve perfect balance. As many as four children under fifteen can be very comfortably accommodated. The canoe is so small and light that it can be slipped into the rumble seat of a Ford roadster.

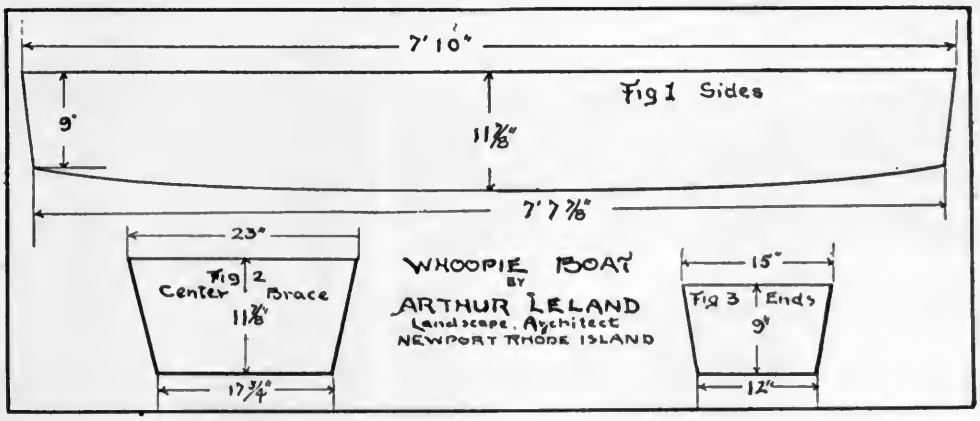
They are not hard to make, and the cost is small for the amount of fun they provide.

We use the canoes for canoe tilting at our swimming meets. We have one boy whose sense of balance is so well developed that it has been found impossible for any one of his size to tip him out of the canoe when he is standing up in a tilting tournament. His canoe has been filled with water many times, but he has never been knocked out of it.

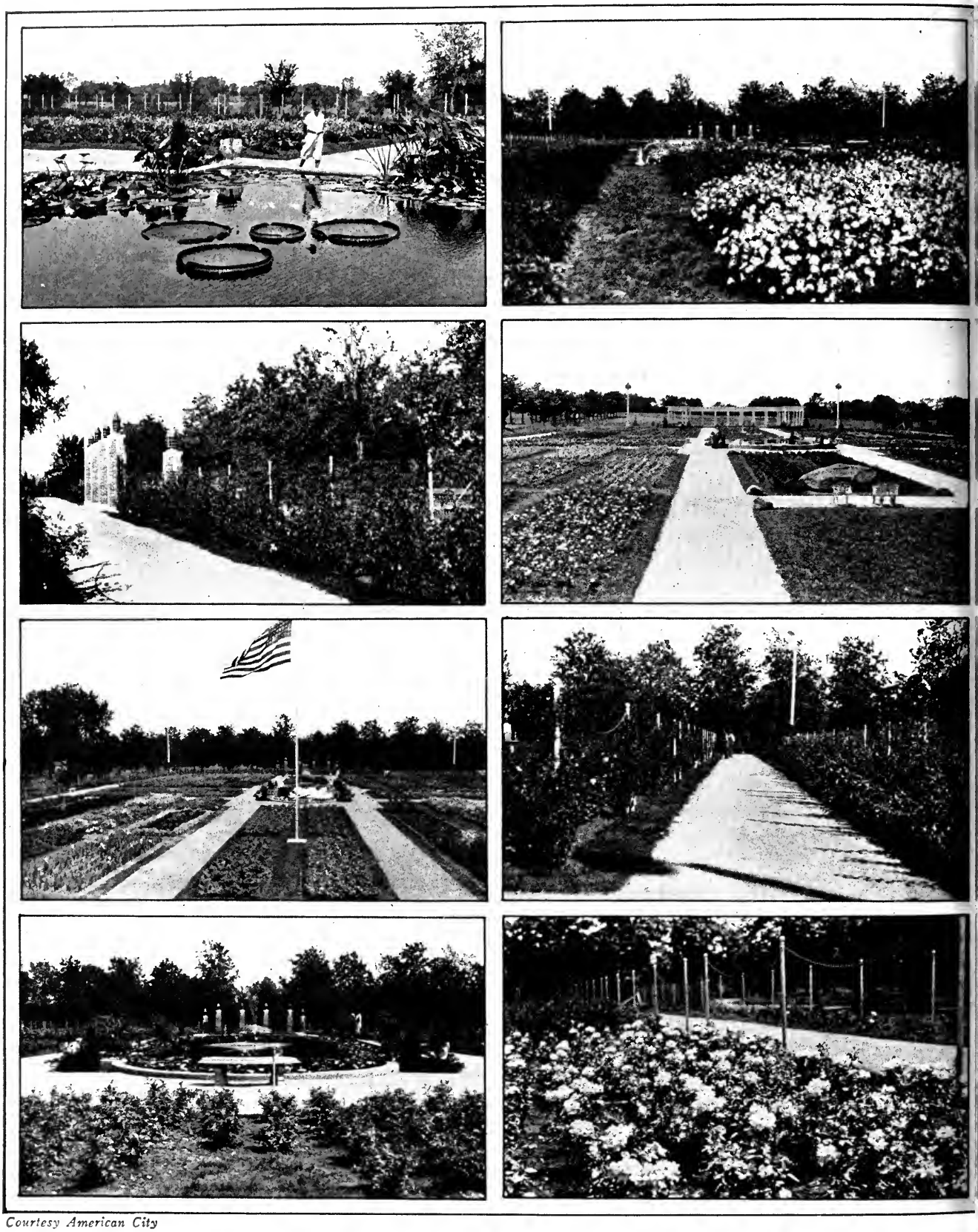
A local boat builder made two more play boats for us this spring at $20 each. Any carpenter or handy boy can build one.

The two sides (Figure 1) are first assembled on the center brace (Figure 2). The ends are then put in (Figure 3). The bottom is then secured to the ends and sides; to do this, place bottom board on two wooden horses and have two

(Continued on page 212)



Glimpses of New Topeka Rose Garden



Courtesy American City

A Rose Garden Memorial

The story of a municipal rose garden financed by popular subscription.

By I. D. GRAHAM
President, Kansas Associated Garden Clubs

THE most notable feature of the park system of Topeka, Kansas, (which comprises 400 acres in twenty-two different parks), is the municipal rose garden. Covering an area of nine acres, this rose garden is one of the largest municipally owned gardens of the kind in the United States, and one of the most completely equipped, with pergola, sun dial, lily pool, bird houses, bird baths, floodlights and other garden accessories.

The rose garden is located in the central section of a 160-acre park where the land, until its development, was in the condition in which the buffalo had left it. The sod was removed, the land broken up, graded and fertilized, paths of both blue grass and crushed rock were built, the lily pool, 75 by 30 feet, was constructed and filled, a complete underground water system was installed, all accessories were in place and the garden thrown open to the public with 9,000 rose bushes in bloom, all within sixty days from the beginning.

A Memorial Garden

The rose garden was built entirely by private subscription and was presented to the city in memory of the recently deceased Superintendent of Parks, E. F. A. Reinisch, who had devoted thirty years of his life to the building of the Topeka park system and who shortly before his death had staked out over four acres for a rose garden. The city accepted the rose garden under the condition that it should be forever maintained through its park commission and that the area of the garden should be enlarged as the public should demand. Plans have been completed for the planting of 7,000 more roses with the coming of spring.

Facing the main entrance and about 75 feet distant from the portals, there lies a gigantic boulder, weighing 12 tons, which had been transported to the garden as a memorial stone and which bears a bronze tablet inscribed to the memory of Mr. Reinisch in expression of appreciation of his untiring service to his city.

The area devoted to roses in this park is divided into a rose test garden and a display garden. The test garden is enclosed by a high steel wire fence with proper gates under lock. The display garden is surrounded by a trellis fence of the same character for pillar roses, and inner lines of steel posts with drooping chains between for the ramblers. The test garden is separated from the display garden by the pergola with forty stately columns, each 14 feet in height, rising from a concrete platform which affords a view of the entire area of both test and display gardens as well as much of the surrounding park.

Landscaping and Lighting

The display garden has three entrances, the main one to the east being composed of three steps rising from a lower level to that of the garden and built of cement. This entrance platform is surmounted by six stately columns of brick and cut stone, each topped with a bronze lantern, with beautiful iron grilles between the outer columns. In front of this entrance stands a marvelously designed sun dial, the creation and gift of James M. Challiss of Atchison.

Fronting this main entrance to the display garden is a previously planted peony garden of approximately two acres which is now included in the rose garden, and to the west of the pergola

(Continued on page 213)

Drama Comes to the Playground

"The Gifts" was presented in Salisbury, Connecticut, against a background of blooming spirea.

No playground program is well-rounded if it does not include drama in one of its many forms.

THIS summer, if last year's experience may be considered a criterion, will see drama finding expression in festivals, pageants and, less ambitiously, in little plays presented in quiet corners of the playgrounds.

Bloomfield Presents!

Drama took its place on the playgrounds of Bloomfield, New Jersey, last summer in somewhat the manner of those rare and charming people who, on short acquaintance, are one's friends forever. It began with a tentative introduction of very, very simple plays that could be given in a secluded corner. It ended with a tournament in which eight of the town's playgrounds presented well staged, well acted little dramas. And at the end of the season, in a secluded spot on one of the new grounds, were the bowl-shaped outlines of a Children's Playground Theatre, the huge tiles for exits and entrances already in place and concrete hardening in the forms that defined the steps on which future audiences will sit.

Such tremendous strides on the part of drama, in one season, imply splendid cooperation, willingness to take on an extra task, and sufficient faith in drama's value to give it an actual home, a real playground theatre.

As the new theatre could not be completed in time for the tournament, a playhouse was improvised in a shady place on one of the school grounds. Misprint cretonne, making an effective back drop and wings, turned an otherwise unimportant blot of shadows into a fascinating spot to which children from all over the town gravitated early in the afternoon—for the simplest trappings of the theatre have a way of promising things that no one would care to miss, certainly not a ten-year-old with a whole August afternoon in his pocket.

The actors arrived by carloads—there were about fifty of them—donned their costumes in the school basement and then, with the prospect of their first formally presented play before them, strolled and chattered or found places to sit until the time for their appearance arrived. Everyone was excited and happy; no one nervous or self-conscious. True, there was to be an award of a silver cup which inspired eagerness and lent zest to the occasion but did not spoil an atmosphere of pride and expectation. Everyone wasn't lucky enough to get a part, as the boy who played the dog in "Rip Van Winkle" testified, and it was a fine thing just to be in a play. This lad was too young to take the responsibility involved

in portraying human characters but he could learn his cues to bark, and any boy knows how a dog should behave to his master, even under the peculiar circumstances that attended Rip.

The appearance of the "curtain" began the tournament. A living curtain made of five or six little girls holding sheets across their extended arms shut off the stage while properties were put in place. Although many of the children had never appeared in plays before this summer, the eight little plays followed one another without a hitch. Settings were constructed with the aid of the directors, while costumes made from inexpensive materials or cast-offs from home added to the attractiveness of the presentations, and, as always, enabled the children to assume their characters with ease. Most of the plays were good dramatizations of familiar stories and whenever liberties were taken with the time-honored plots there were murmurs of surprise or disapproval from the youthful audience which seemed to prefer its fairy tales without variations. The children were deeply interested in seeing their friends appear and were serious in their enjoyment of the plays. "Hansel and Gretel," a puppet play from *A Book of Marionette Plays* by Anne Stoddard and Tony Sarg, won the cup.

But the important outcome was the fact that among playground activities in Bloomfield, drama, with all that it has to offer of happy cooperation and personal development, has taken a definite place. The beautiful little theatre which is emerging day by day is a promise of permanence; but anyone who saw the child-actors and the child-audience on the afternoon of the tournament knows that even if the beauty and convenience of the theatre were denied them there will never be a day during playground season when there will not be a group somewhere busy rehearsing or working on a piece of scenery or improvising a costume.

The following plays were presented "Marching Home," "Red Riding Hood," "Abe's First Fish," "Rip Van Winkle," "Red Shoes," "Hansel and Gretel," "Enchanted Princess," "The Soap Box Orator." "Red Riding Hood" and "Rip Van Winkle," both included in *A Book of Marionette Plays,* received honorable mention.

A Play Festival in a Small Community

In Salisbury, Connecticut, the fourth annual play festival held last summer set the stage for the introduction of drama. The festival, presented under the auspices of the Salisbury Recreation Committee, was given on the spacious lawn of the Girls' Friendly Club in Lakeville, one of the six villages forming a part of the recreation area of the Town of Salisbury. Four hundred children took part under the direction of Wilbert R. Hemmerly, Superintendent of Recreation. A New York artist who is a member of the Recreation Committee secured the costumes which were unusually effective and gave additional charm to the spectacle.

The pageant told in a simple and interesting manner the contributions that recreation makes to the people of a community and gave many opportunities for demonstrations of typical playground and adult activities. The prologue consisted of the entrance of Community attended by her guardians—the Home, School and Church. She prepared to hold open court for all who seek redress. In the three episodes that followed, the spirits of Childhood, Youth and Leisure appeared before Community suing for opportunities for the children, youths and adults of the city. Mass demonstrations of activities for children and older boys and girls, as well as adults, were given in each episode, and the spectacle of several hundred children engaged in games, folk dances and sports was most impressive.

One of the most charming scenes was the pantomime used to demonstrate adult participation in drama. "A Day at Nottingham" was presented, showing the shepherds, milkmaids and haymakers on their way to work in the morning. Robin Hood and his band appear. A company of venders pass by on their way to the fair, and the pretty scene reaches its height when the King and his train visit the village. As twilight falls on Nottingham, the fairies appear. In the finale, Childhood, Youth and Leisure bring their gifts to the community and receive the assurance that they will ever be cherished for the happiness they have brought to the people.

In June, 1932, "In the Hearts of His Countrymen," a Bicentennial play issued by Community Drama Service of the N. R. A., was presented in Salisbury, proving highly successful. Music was provided by the local fife and drum corps, and a victrola. Effective colonial costumes were produced at a cost of about $50.

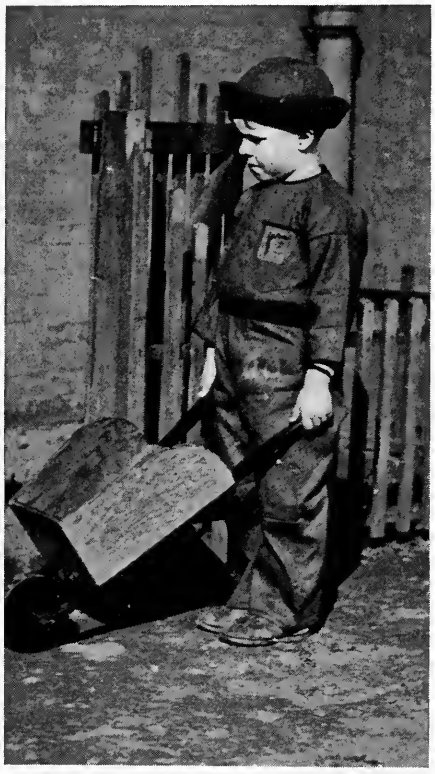
A Clean-Up and General Proficiency Campaign

By J. J. SYME
Superintendent of Recreation
Hamilton, Canada

LAUNCHED last summer as a part of the playground program, our clean-up campaign has had more to do with securing the good will of the neighbors than any other single factor. Mr. Thomas Cook, Honorary Secretary of the Playgrounds Commission, who initiated the plan, visioned not only cleaner grounds but their beautification through the planting of flowers and sodding of grass. It was his belief that as far as possible the children should do the work themselves. Last summer's experiment proved the boys and girls to be interested, willing and quite capable under good leadership of assisting in a large part of the work.

Two intensive campaigns were conducted on a competitive basis between the seventeen playgrounds. Score sheets covering every phase of the program were issued to all the supervisors stating clearly what was expected. Many novel schemes were initiated, barrel loads of refuse were removed, and all possible sources of danger from glass, stones, wire or faulty apparatus were eliminated. Mr. Cook and other members of the Playgrounds Commission made constant tours of inspection and the work went on uninterruptedly. Mr. Cook personally gave over one hundred individual prizes. A suitable shield has been obtained which will be awarded annually to the ground winning future campaigns.

The contest was arranged not only to stimulate interest in making the playgrounds attractive but also to encourage the inclusion of special activities and the working out of an active program which would educate the public and keep them in touch with the program. While a great deal of work was involved along the line of record keeping, the results more than justified the efforts put forth.



He has donned working clothes and is doing his share in the clean-up campaign!

Scoring System

The scoring system was as follows:

Grounds

1. Clear of paper and other litter, especially in corners.
2. No broken glass, stones, wire or similar sources of injury.
3. Clear of perishable refuse, weeds, etc.
4. Absence of any other unsanitary condition.
5. Proper use of the apparatus.
6. All minor repairs made.
7. Necessary major repairs reported.
8. All equipment in operation.
9. Sand box clean (and sand moist where possible).
10. Accidents kept at a minimum.

Buildings

1. Floors clean.
2. Tile, marble and porcelain ware clean; free from discoloring.
3. Walls clean.
4. Major repairs reported.

(Continued on page 214)

World Play at

A New Camp

Last year the children of the Smith Memorial Playgrounds in Philadelphia enjoyed their first camp when a farm of one hundred acres at Chalfont was leased and a small but charmingly designed old house with a large living room, fireplace and screened porches became headquarters for all groups. The old hay barn, cleaned and repaired for dormitory use, accommodated thirty-six cots. All preparatory work was done by older boys under the leadership of a staff member. The plan was followed of taking as many different children as possible for a two-day period and other still larger groups for all day picnics. With the objects of securing the carry-over values accruing from intimate acquaintance and shared experiences between play leader and child, it was decided not to follow the usual plan of having a corps of counselors at camp but to arrange to release a play leader from every playground to accompany the group. As three playgrounds were generally represented on each camping trip, play leaders as well as children had the opportunity to become better acquainted. The camp's staff was composed of one full time worker at camp and one worker in town to register groups, arrange transportation and do home visiting. A total of 565 camp visits were made by 422 day children. The children, when able to, made a contribution which covered all the cost of their food which averaged $.15 per meal. Other expenses were met by the Estate and from membership dues.

A Gift of Rare Beauty

Colonel and Mrs. Raymond Robins of Hernando County, Florida, have deeded to the Federal Government Chinsegut Hill, their estate of 2,000 acres of timber land, farms, farm buildings and groves. They are retaining only their beautiful ante-bellum home and 15 acres of lawn and gardens. This will later be given the government. Agricultural experiments of all kinds will be carried on, and here the birds of the nation will find a haven in the wooded valleys of the estate, for a bird sanctuary is to be maintained on a large scale. The project will be known as the "Chinsegut Hill Migratory Bird Sactuary of Hernando County."

The Womans' City Club to the Rescue!

The Woman's City Club, of Kansas City, has assumed responsibility for raising $5000 with which to provide leadership for ten or twelve playgrounds which will be operated this year following a two-year cessation of playground activities. These playgrounds will be located in the most congested section of the city where there are 25,000 children. The Board of Education will contribute the services of Alfred O. Anderson, Director of Health and Physical Education in the Schools, who will serve as general supervisor of the playgrounds.

HAROLD Q. WHITE

On June 3rd Harold Q. White, Superintendent of Recreation of Mount Vernon, New York, died after a brief illness.

For a number of years Mr. White had served as college coach in Michigan, but becoming interested in the recreation movement he took the course in the National Recreation School in 1927-28. Later he served as Assistant Superintendent of Recreation in Houston, Texas. In February, 1930, he took up his work in Mount Vernon. In his two years of service he made a deep impression on the community and laid the foundation for a comprehensive recreation program. The Mount Vernon *Argus,* commenting editorially, states:

"Harold Q. White was more than a paid employee of the City of Mount Vernon; he was a man with a full heart in his job. No native son could have had a greater personal interest in the welfare of Mount Vernon than did Mr. White, and we know that he sacrificed his own advancement to better paying positions in order to remain here.

"The City of Mount Vernon owes this man a debt of gratitude. His path was not always rosy. A man in his position must always be prepared for political interference, but that did not concern him nor did it interfere with his work."

Mr. White gave his whole-hearted devotion to the recreation movement and to the last his thought was of the boys and girls he was serving and by whom he was greatly beloved.

Tree Planting Day at Oglebay Park.—May 15th marked the dedication of Washington memorial tree plantings at Oglebay Park, Wheeling, West Virginia, and also the first annual Ohio Valley Arbor Day celebration. Early in the morning over 150 hikers went on a bird walk through the park. In the afternoon came a concert by the Triadelphia District high school band, followed by a processional and a musical program. Each child present was given a small living tree, the gift of Crispin Oglebay for planting at his home or elsewhere, and there was a tree planting ceremony and dedication. The Honorable Martin L. Davey of Kent, Ohio, was the main speaker at the dedication. The day marked the opening, for the first time this season, of the park's nature museum.

Weschester County's Recreation Report.—The 1931 report of the Westchester County, New York, Recreation Commission, which since its organization has been building up a program of art, music and drama, proves how effectively such activites may be fostered in a municipal recreation program. The report deals specifically with the expansion of the work done by the Westchester Choral Society in the presentation of the annual County music festival; with the educational work carried on in cooperation with the public schools in the realm of choral, orchestra and band ensembles of school children, culminating in the presentation of a junior music festival; with the choral work for the Negro citizens climaxed with the spring song jubilee; with the county-wide activity in amateur drama leading to the presentation of an annual drama tournament, and with the institution of classes in the dance, which on June 3rd culminated in the first Westchester County festival of the dance. The report also tells of the rapid expansion of the Workshop comprising twenty-three departments of the arts and crafts. Many other activities of the Commission are described—the development of playground programs, the county-wide program of athletics, the Trails Association, the camps maintained for boys and girls and for mothers, and the rapidly increasing use of the County's center which is housing many of the County's civic, educational and recreational activities. A copy of the report may be secured from the Recreation Commission, County Office Building, White Plains.

Playground Drama in Philadelphia.—Philadelphia's playground drama program was inaugurated in 1930 by the Bureau of Recreation in cooperation with the Playgrounds Association, which has provided the services of a special drama supervisor. Since that date 167 plays have been produced with over 2,000 participants and always with capacity audiences. A children's theater has been organized with groups of from 25 to 65 in 18 recreation centers. Each center has formed at least three dramatic clubs, some as many as five, with members ranging in age from eight to sixty years. A theater workshop has been opened in a school and costumes designed and made. Two drama tournaments have been held—the first in 1930 for seniors and juniors with 265 participants in 35 plays, and a second in the spring of 1932 for seniors, juniors and children, with 300 participants in 46 plays. This year's tournament has shown a great advance in the selection and presentation of plays and a marked increase in interest. Training classes for drama directors and teachers have been conducted every Saturday morning and children's classes in creative drama and rhythms have been carried on every afternoon in different centers.

Model Boat Racing by Adults.—There is a group of men in Detroit, Michigan, many of them salt water sailors, all of them Cornishmen and most of them unemployed, who are meeting every Saturday afternoon at Bell Isle to sail the model yachts which they have made in their free time. These men are bringing to Detroit a sport very popular in England. The racing rules are few. No boat of over 30 inches may be used and the length of the tacking pole must not exceed 6 feet. Each vessel has a crew of two men, one of whom launches the craft while the other tacks it as it nears the side of the pool.

A Strangers Club Does Its Bit.—For a number of years Birmingham, Alabama, has had a successful Strangers Club fostered by the Park and Recreation Board. This particular group is now sponsoring leisure time activities for the unemployed and has organized five groups of handcraft enthusiasts. In cooperation with the Park and Recreation Board and the Church of the Advent, the club is providing a centrally located and comfortably equipped place where classes are conducted in basket weaving, decorating, photograph tinting, making of hooked rugs and other articles, and china and glass painting.

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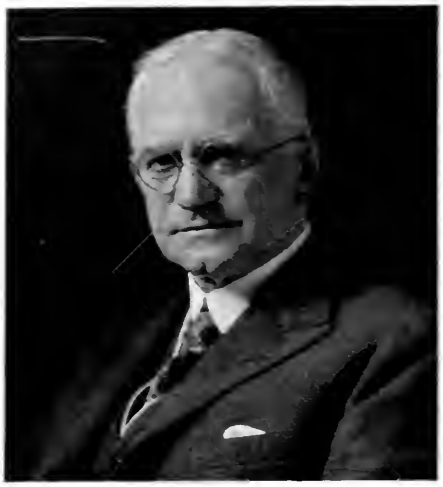
COLORADO SPRINGS, COLORADO

Oak Park Believes in Playgrounds!—"The argument seems to be not: Can we afford recreation, but: Can we afford to be without it. It is a gratifying fact that the general sentiment of Oak Park residents during the depression has been one of unquestioning acceptance of the necessity for supervised playgrounds. A resident stated at a recent meeting of taxpayers that he did not see how the community could function at all in the present condition



GEORGE EASTMAN
Born July 12, 1854—Died March 14, 1932.

GEORGE EASTMAN sent his first contribution to the National Recreation Association in 1910. For more than twenty years he was a supporter of the national recreation movement. From his own personal experience as a workman, totaling figures eleven hours a day, he came to see the need for recreation and the place for music, drama, and the wise use of leisure in a well ordered life.

Through the Eastman School of Music and in many other ways Mr. Eastman gave of his personal thought and influence as well as his money to advance recreational life in America. Even with all the great responsibilities which he carried he found time for recreation in his own life. He was very clear that "what we do in our working hours determines what we have in this world, but what we do in our play hours determines what we are."

Mr. Eastman's hours of recreation found him hunting, fishing, camping. He was particularly fond of cooking. The movement for a more permanently satisfying plane of living in America holds much to the life and work of George Eastman.

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of unemployment unless it had playgrounds, parks and libraries. A survey made by the Commissioner of Public Works this year shows that with the present population of 63,000, or 16,000 families, in Oak Park, and a playground appropriation of $43,000 for 1931, the cost of playground maintenance was $0.
a month; $0.68 a year per capita or $0.22
month and $2.68 a year per family. When o
compares these figures with the amount spe
on commercial recreation, it is obvious that
average family would pay as much as the e
tire amount it contributes to municipal recr
tion in one year for a single visit to a movi
picture theater. This is a period when eve
economy should be made in recreational e
penditures; but it is, too, a time when the d
sire for public retrenchment must be temper
with consideration for the greater public w
fare."—**Extract from annual report of Pla
ground Board, Oak Park, Illinois.**

A Local Group Organizes a Playground.
At a meeting of the citizens of the northeaste
section of the City of York, Pennsylvania,
April 15, 1931, the Hudson Street Recreati
Center was organized with a president, secr
tary, treasurer and executive committee. Th
group selected a site for a playground and d
cided to charge a membership fee of 25 cen
in order to secure sufficient funds to beg
clearing the ground. On June 11th the pla
ground was officially opened with a flag raisi
and a parade. Last year the organization h
a membership of 242 and funds received duri
the year amounted to approximately $4
The ground has been equipped and a defini
program of activities has been conducted wi
the advice and help of the Department
Recreation.

Putting It Up to the Tennis Players!—T
Los Angeles, California, Playground and Re
reation Department, through questionnair
circulated among the users of municipal tenn
courts, is putting it up to the players to deci
whether by the payment of a small fee th
will make it possible to reserve the courts
advance on week-ends and holidays or w
continue the present system of non payme
of fees which usually involves a long wait f
their use. In spite of the construction of ma
new courts, there is a crowded condition on t
tennis courts, particularly on Saturdays, Su
days and holidays resulting in long waits f
many players before getting on the courts.
serve the interests of the larger number of te
nis players, the Department is willing to
guided by the wishes of public court patron

Women of Detroit Again Have Their Day!—On April 8th the Department of Recreation of Detroit, Michigan, presented the tenth annual demonstration of senior women's activities, when 1,500 women took part in a program which included the following: mass singing; calisthenics and dance; a balloon drill; Russian, Irish, Polish, Dutch and Italian dances; a tap dance exhibition; combination drill; a marching drill; mass games, and flag relay races. This annual demonstration has come to be one of the outstanding events of Detroit's recreation program greatly anticipated by the women.

A Recreation Program for Girls.—The recreation program for girls and young women conducted by the Department of Community Recreation of East Chicago, Indiana, has made encouraging progress. During the past winter fifteen teams of girls—nine white and six colored each in a separate league, played basketball. The bowling league for women has also been very popular. Storytelling hours at the library have had a larger attendance this year than in any previous period. One of the storytelling clubs, composed of junior and senior girls has been engaged in constructing puppets, and puppet plays will be given at each of the four libraries.

From April 24th to 30th Girl's Week was celebrated with the following program: Sunday, Girl's Day in Church; Monday, Girl's Day with Her Books; Tuesday, Girl's Day at Home (list of games to be played in the home appeared in the newspapers); Wednesday, Girl's Day of Recreation; Thursday, Girl's Day with Her Mother; Friday, Girl's Day of Visits (trip to Hull House); Saturday, Girl's Day of Entertainment.

A Novel Checker Tournament.—The Lynchburg, Virginia, Department of Recreation and Playgrounds recently conducted a checker tournament for men. Many of the business men of the city took part in the contest competing for the certificate which was the award. The boards and checkers were issued by the Department. The playing was done at home, in business offices or on the playgrounds, scores being turned into the Department's office the day after the games were played. The winner kept the board until he was notified whom he was to play next. The tournament proved most successful.

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Playgrounds in Mamaroneck. — Mamaroneck, New York, whose beautiful municipal park overlooks Long Island Sound, last summer conducted two playgrounds with varied activities. For the adults there were baseball, archery, tennis, swimming and quoits with the local Lions Club sponsoring a number of tournaments. In addition to handcraft, athletics and sports for the younger members of the community, drama played an important part. At the Harbor Island playground a story festival developed by the play leaders and the children was presented under the title **The Old Woman in the Shoe Entertains. The Golden Goose, The Wishing Fairy Entertains** and **Sleeping Beauty** were also given. Dramatization and story telling were the features of the daily program.

ROBERT H. WITT

The recreation movement has lost one of its pioneers in the death of Robert H. Witt who served as Director of the Lapham Park Social Center of Milwaukee, Wisconsin, for twenty years, having been in charge of the same center since the day of its organization. Known as "Dad Witt," he was a friend of thousands of Milwaukee's boys, girls and adults. He cared deeply for the people whom he served.

A Home for Hobbies

(Continued from page 179)

really can't think of stock markets and bank balances while trying to make your own cartoon version of "Skippy," or picture your favorite hunting scene in a creative art class! Wood working keeps your mind off personal problems too, for a mistake may ruin your foot stool or magazine rack.

Weaving, leather work, jewelry, all have their values, but for real recreation, give me a lump of clay! It's so friendly. It responds to your wishes but demands undivided attention. If you are angry or annoyed you can punch it and pound it and it never talks back; and if you make a mistake, as we all do, especially if we start thinking of our ever-present worries, we can correct the error or start over again without ruining our material or disposition. Several women with whom I talked as we worked intimated or actually told me of the recent upset conditions of their lives, sorrow, ill health, financial worries, and the really live-saving and life-giving values of self-confidence, relaxation and joy that they had received through their Workshop activities. "It's one time in the week I can really rest," one woman said; "You see, all week I lead such a hectic life, as do so many modern mothers. However, I go away from here absolutely refreshed, knowing I've really achieved something, although my work leaves much to be desired."

The Workshop director cooperates closely with hospitals, institutions, doctors and specialists, psychiatric and welfare agencies, keeping them informed of the activities of the Center and following their advice in aiding people whom they send. So many people, young and old convalescing from serious illnesses or operations, or handicapped through birth, accident, or disease; worried, unhappy unadjusted individuals; many dissatisfied with the rush and worry of this materialistic age; strangers; unemployed seeking relief from strain or preparing for new vocations and lastly, lonely old people — all find re-creative values in the Workshop.

We would not have you think, however, that this is the Workshop's only function, for although this phase is of utmost importance to the individuals concerned, it is the work with normal human beings which reaches the greatest number. Ambitious children and adults, art and beauty lovers, teachers seeking new material and practice, artists gaining inspiration and companionship, all find relaxation, companionship and real joy in the Westchester Workshop.

All Aboard for the International Congress!

(Continued from page 187)

Member Advisory Committee

Baron Takeru Yamakawa, a member of the International Advisory Committee from Japan, is a graduate of the Imperial University where he took an active part in several branches of athletics and sports. He is also a follower and participant in baseball and tennis. Entering the Government service he was sent to Chiba Prefecture where he was put in charge of the Educational Department. The Baron is now Chief of the Physical Educational Department of the Educational Department of the Government. This section has charge of the promotion, throughout the whole country, of not only the physical education program through the schools, but also many phases of the more general recreation pro-

Baron Takeru Yamakawa, Japan

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Journal of Physical Education, May 1932.
- Education of the Whole Man for Leisure. (Summary of Dr. L. P. Jacks' book, by Arthur T. Noren.)
- A Study in Volley Ball, by M. A. Clevett.
- Golf Basketball, by Milton A. Orphan.

The University of Michigan, School of Education Bulletin, April 1932.
- Physical Education and the Use of Leisure, by Jackson R. Sharman.

The American City, May 1932.
- Waste Places Become Beauty Spots, by Elmer T. Peterson.
- Present-Day Swimming Pools Achieve High Standard of Design and Operation.
- A Shakespeare Garden for the Portland Public, by Florence Graydon Ragen.
- City Acquires Historic Beauty-Spot by Gift.
- Regulation of Boxing and Wrestling Matches in Memphis.

Scholastic Coach, April 1932.
- "Just a Girl," by Ethel Perrin.

Parks and Recreation, May 1932.
- Design and Construction of Mount Vernon Memorial Highway, by R. E. Toms and J. W. Johnson.
- Frank Newhall Look Memorial Park.
- A Competitive Park Design, by George D. Hall.
- Geology As a Hobby for Individual, Community and Nation, by Forest Rees.
- Popularize Swimming, by La Rue Finley.
- Swimming Pool Sundries.
- Swimming Pool Developments of the Past Decade, by Chauncey A. Hyatt.
- Illumination of Recreational Areas, by F. D. Crowther.
- Camps and Campfires, by Paul B. Riis.

The Red Cross Courier, June 1932.
- Junior Profits from a Starved Play Spirit.

PAMPHLETS

Second Annual Report—Department of Public Recreation —Lansing, Mich., 1931.

Subsistence Gardens in the Lumber Industry
The President's Organization on Unemployment Relief, 1734 New York Avenue, Washington, D. C.

A Suggested Community Program—Recreational Activities for the Unemployed. The President's Organization on Unemployment Relief.

Report of the Smith Memorial Playgrounds of Philadelphia, for the Year 1931.

Play and Recreation in Los Angeles—A Directory of Recreation Areas and Activities.

▾▾▾The constant progress of a billion dollar field is accurately and interestingly reflected in the pages of "Southern City." ▴▴▴

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gram. Baran Yamakawa is also Chief Secretary of the combined organization comprising all the administrative officials of the Department of Education.

Bicentennial Flower Gardens

(Continued from page 195)

the planting of the baseball diamond in creeping bent grass that is expected to form an enduring turf.

Requests for information and suggestions as to how best to proceed with school gardens have poured into the offices of the United States George Washington Bicentennial Commission since a nation-wide broadcast a short time ago in which the Secretary of Agriculture, Mr. Arthur M. Hyde, and the Honorable Sol Bloom, Associate Director of the Commission, made the suggestion to the vast radio audiences that gardeners this year make a special effort to have blooming flowers fill all vacant lots and unsightly places in honor of George Washington.

The garden experts in the Bicentennial Commission are being greatly aided in carrying out this helpful program by the American Society of Landscape Architects, by the United States Department of Agriculture, the Garden Clubs of America, the National Recreation Association, and many other allied organizations. The horticulturalists attached to the State Agricultural Colleges are helping greatly by suggesting lists of flowers best adapted to their own localities for quick blooming results.

"Whoopie" Play Boats

(Continued from page 199)

heavy boys stand in the middle, or fasten in center and draw together with clamps. (Have all boards wet before bending). The boat must be caulked with oakum and lead or waterproof glue and painted with two coats of boat paint. We use orange and green with blue trimmings.

The following lumber is required: For the sides, two pieces of clear white pine 7/8″ by 11¾″ by 8′ cut according to Figure 1; for the bottom, one piece of red cedar ¾″ to 1″ by 20″ by 8′; for the center brace, one piece white pine 7/8″ or 1½″, dimensions, Figure 2; for the ends, two pieces white pine 7/8″, dimensions, Figure 3; for the edges of the boat, 20 linear feet 1½″ half round pine moulding. Twenty linear feet 1″ by

¼" white pine should be made to fit inside the oat between the bottom and the sides and ends ith four pieces ¾" by 6" pine for end seats and or cleats across the inside of the bottom of the oat. Three pieces 1" by 1" by 8' are used for hoes to run lengthwise of the bottom of the boat n the edges and in the center. One gross No. 8, ¼" flat head brass screws are necessary for ssembling the boat.

A Rose Garden Memorial

(Continued from page 201)

nd the test garden is an artificial lake of about n acre in extent, with the shores devoted to a ock garden and its waters to aquatics. This ake is surrounded on three sides by a paved rive, bordered with wild roses with a backing f evergreens and shrubs and known as the Rose Drive.

A hundred feet to the west of the memorial oulder is the lily pool. With its symmetrical utline and marginal planting, this pool is a beauiful central motif to the garden. It bears the ame, "The Doran Lily Pool," in honor of Thomas F. Doran who took the initiative in the whole development.

The rose garden is completely floodlighted. This floodlighting system, the gift of the Kansas Power and Light Company, was constructed at a cost of approximately $2,000. Visitors from all parts of the country have declared that they find a charm about the intense light and shadows of the night scene superior to the more diffused daylight as they play upon the moving water with its lilies and goldfish.

Many Groups Cooperated

While the movement for building the rose garden was inaugurated by the Topeka Horticultural Society, credit is given to the Flower Lovers Club, the West Side Forestry Club, the Flower Show Association, the Oakland Forestry Club, the public schools and the Chamber of Commerce for cooperation in raising the necessary funds and carrying the work to completion. The cost to date has been $26,000, $5,000 of which is said to have been the gift of Mr. Doran. The skill and ability with which the garden was constructed and is maintained result in the 9,000 rose bushes remaining in full bloom throughout the entire season, with no bud, blossom or cutting removed without proper authority, in spite of the fact that there are no guards or police, and the garden is open to the public at all

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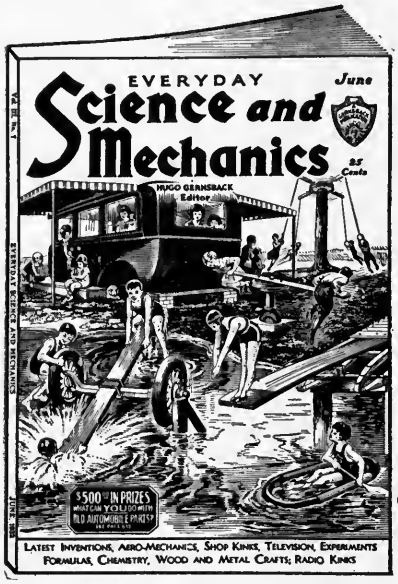

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hours of the day and night. There is but one sign in the entire garden. This is cut in solid stone in one of the pylons at the main entrance. It reads: *The Honest Need No Watchman.*

At the inception of this rose garden it became necessary to select a leader of executive ability, and it fell to the writer's lot as then President of the Topeka Horticulture Society to name Thomas F. Doran of Topeka to command. His initiative, executive ability and indomitable energy have been responsible in large measure for the creation of an elysium from the sparseness of the bare prairie in an incredibly short time.

A Clean-up Campaign

(Continued from page 204)

5. Everything stored as neatly as possible when not in use.
6. Toilets clean and in order.
7. Chalk marks and other defacement removed where possible.
8. All cupboards clean and in order.
9. Rooms, lavatories, etc., properly ventilated.
10. Special rules governing buildings and windows.

Special Activities

(*a*) Additional effort to make grounds attractive.
Economy and care in use of supplies and equipment.
Flag flying from opening of ground to sunset daily.
Bulletin Boards neat, up-to-date, and attractive posters.
Enforcement of safety rules.

(*b*) Special efforts re: champion athletic, swimming and other city-wide or special occasions.

The items marked *"a"* and *"b"* for which graded points were awarded, included such activities as the following: athletic badge tests, community singing, orchestras, music memory tests, pageants, dramatics, holiday celebrations, block parties, citizenship activities, first aid classes, safety first campaigns, art activities, craftsmanship, self-government, shows, athletics, hiking, tournaments, picnics, field days, a playground circus, treasure hunts, wagon parades, and similar activities.

Method of Scoring

Possible five points for each of the twenty numbered items.

Possible ten points each for those items marked *"a"* and *"b."*

New Books on Recreation

The Delinquent Child

Report of the Committee on Delinquencey of the White House Conference. The Century Company, New York. $3.50.

THIS report is a convincing statement of a new point of view toward problems of juvenile delinquency. The fact that about one per cent (200,000) of our children of juvenile court age actually appear each year in a juvenile court presents a serious problem, the solution of which lies in the understanding of the delinquent child and an attempt to remove or lessen causes of delinquency. The responsibility of the home, the school, the church, community, industry and the State is discussed. Recreation as a vital community influence receives important consideration. "Certainly the field of recreation," states the report, "offers great gifts of increased personal power, contentment and happiness. No other field quite equals it in certain satisfactions, if its entire scope is considered." All recreation workers will find this book of absorbing interest.

Folk Festivals

Folk Dances and Melodies collected by Mary Effie Shambaugh. Music arranged by Anna Pearl Allison. A. S. Barnes & Co., New York City. $3.00.

HERE is a collection of folk dances grouped for festival use with descriptions and music which should be exceedingly valuable for the teacher and the playground worker. Folk festivals, in the author's opinion, are best created to meet a particular situation. She has therefore described typical folk gatherings for various nationalities and has given bibliographies from which suggestions for other scenes might be secured. In Part VI are presented outlines of a number of festivals based on folk tales. This represents the work of students of the author at the University of California. The outlines may be used separately or as a group of scenes for longer programs. Helpful bibliographies are presented and music for a number of dances is given.

Manual of Play Activities

Edited by A. D. Browne, M.D. Department of Physical Education, Peabody College for Teachers, Nashville, Tennessee. $.80.

THIS very practical manual of games, introduced by some definite, concise suggestions to teachers and play leaders, contains over two hundred high and low organized play activities in which only a soccer ball, volley ball, basketball or a playground bat and ball need be used. It is a program requiring little cost for supplies. Activities are classified according to the supplies used and are adapted to age and sex differences. A carefully compiled index for selecting activities adds greatly to the usefulness of the book.

Swimming

By Grace Bruner Daviess. Lea and Febiger, Philadelphia, Pennsylvania. $2.25.

A BOOK for teachers of swimming which presents methods of instruction and technique in a clear and logical way. Each of the standard strokes is defined and analyzed; common faults are pointed out and the correctives prescribed. Although the book is written from an intramural point of view and seemingly for girls, it applies equally as well to boys and intergroup swimmers.

Periodicals for the Small Library

American Library Association, Chicago, Illinois. $1.00.

IN this book will be found an annotated list of periodicals which have proven generally useful in small libraries. The inclusions are based on the votes of over two hundred collaborating library workers who are in small libraries and conversant with the work and needs of such libraries. RECREATION is one of the magazines listed.

Children's Reading

White House Conference on Child Health and Protection. The Century Company, New York. $.75.

THIS report of the Subcommittee on Reading of the White House Conference on Child Health and Protection presents the findings of one of the most thorough studies ever made of the voluntary reading of boys and girls in the United States. It not only reveals the preferences of children and their reading habits, but considers the whole problem of providing children with beneficial literature and stimulating their interest in it. The book contains a valuable bibliography.

Tap Dances

By Anne Schley Duggan. A. S. Barnes and Company, New York. $2.00.

"WHATSOEVER gives youth the idea that wholesome play in game, dance or other form is a legitimate, indeed, an imperative part of fine living is good education." Thus writes Dr. Jesse F. Williams of Teachers College in his introduction to this book of tap routines which is designed to supplement the material available on the subject for school purposes and to answer a felt need voiced by instructors in physical education who are called upon to supply entertainment numbers on programs of all kinds. The routines presented, Miss Duggan points out, are especially adaptable to recreational and extra-curricular use with suggestions as to costuming and the specific occasions which the dance may be made to serve. The music, arranged by Esther Allen Bremer, and the diagrams presented add to the practical nature of the book.

Greek Games.

Compiled by Mary Patricia O'Donnell and Lelia Marion Finan. A. S. Barnes and Company, New York. $4.00.

The organization of the Greek Games held annually at Barnard College since 1903 is described by two members of the staff of the Department of Physical Education who have been closely associated with the games during recent years. "Most of the readers of these pages," writes Agnes R. Wayman, Head of Department of Physical Education, in an introductory statement, "have seen pageants and festivals, track meets and field days; they have seen dance dramas and Greek processionals; they have heard Greek choruses and read student poetry. Very few people have seen drama and pageantry, dancing and athletics, poetry and singing, processional and chorus, all combined into one large spectacle, with just enough plot to bind the various activities together and provide opportunity for the dramatic; just enough of the competitive spirit to give the whole, life and enthusiasm; with everything done to the end that color and line and form and beauty are so emphasized that the composite becomes an inspiring, breath taking, student performance."

The book has been prepared in the hope that it will be of service to groups planning festivals, large or small. It contains much practical material regarding organization, lyrics, dances, music and other phases of the program, and should be exceedingly helpful. While the book has to do with practical details, something of the beauty of the games is glimpsed in the illustrations used.

Parties for Grown-Ups.

McCall's Magazine, New York. $.20.

Every holiday and every season has its own festivities. Here are suggestions for indoor and outdoor parties; for simple inexpensive parties and parties that may be as elaborate as you please.

Tests and Measurements.

By Irene Palmer. A. S. Barnes and Company, New York. $2.00.

This is, as the author states in her sub-heading, "a work book in health and physical education," and designed for use by teachers and students of the subject who are interested in progress. It is intended to interest them in the possibilities of measurement and to give them some bases for the evaluation and interpretation of tests.

Extra-Curricular Activities in Secondary Schools.

By Elbert K. Fretwell. Houghton Mifflin Company, New York. $2.75.

"Largely within the past decade and wholly within the past two," states the editor in its introduction, "an entirely new interest in extra-curricular activities of youth has been taken by the school." As a result of this, the responsibilities of the teacher have been broadened, the morale of the school has been greatly improved and a far closer intimacy between teacher and pupil is the natural result. Dr. Fretwell's book is full of practical suggestions and experiences which will be helpful to teachers in their function as guides and counselors of youth, and many phases of extra-curricular activities are described including athletics.

Character Education.

The Department of Superintendence. National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. $1.80.

The Tenth Yearbook of the Department of Superintendence has been devoted to character education, and in this volume the difficult task has been attempted of presenting a discussion of character education as a function of the schools in a way which will promote rather than hinder such education. This point of view is expressed in the question, "How can we give conscious attention to character educatioin without defeating its very end?"

In facing this question the Commission on Character Education, consisting of nine educators, has sought first to avoid presenting anything which could be construed as a proposed, definite character education plan. No scheme is presented as *the* way by which good character is to be produced, and no character pattern is charted in any definite sense. The position taken is that "character education consists of constructive reactions to life situations without thought on the part of the individual as to whether his reaction in a particular situation is one calculated to bring about his own self-improvement."

The 1931 Year Book of the National Probation Association.

National Probation Association, 450 Seventh Avenue, New York. $1.00.

A number of well known juvenile court judges, probation officers, criminologists and leaders in other fields have contributed to this issue of the Year Book which contains up-to-date information on the treatment and prevention of crime in the United States. Of the five causes listed in the Year Book as contributing largely to crime and delinquency during 1931, lack of proper recreation facilities appears as the fourth. "The quest for new experiences and for adventure to offset the humdrum and often depressing influence of home environment is one of the impelling influences which drives boys and young men to associate with disorderly companions in groups or gangs. Supervised and properly directed recreation is needed for every community."

A Error Corrected

In a quotation appearing in the article entitled "As to Competition" in the June issue of RECREATION, Dr. W. V. Bingham was referred to as editor of *Child Study*. Dr. Bingham is Director, Personnel Research Federation, New York.

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"Bread and Circuses"

THE workers of the world have always wanted to swim, to skate, to play ball games, to sing, and except when they have become self-conscious, to dance.

Workers have wanted circuses just as much as they have wanted bread. Even more than to see a circus they have wanted themselves to be the "circus," themselves to be the actors.

Man without bread, any animal without food, is more or less dangerous. Man without his circus, his adventure, any animal caged in, is equally more or less dangerous.

Food—yes, but something in the way of adventure too. If in time of severe unemployment you want disaster, close your ball fields, your swimming pools, your recreation centers; close down your orchestras, your choral societies.

The trouble with those who would close playgrounds and recreation centers in times of depression is that they have never known what it is to go hungry, to be without money to pay for recreation—or it was so long ago that they have forgotten.

In one American city some 60,000 unemployed and the members of their families are reported to be organized. One of their first undertakings was to establish centers for recreation.

One who had been a carpenter, who had known what it was to have no place to lay his head, recognized the need not only for loaves and fishes but a measure of "abundant life," for man does not live by bread alone.

The common people of all ages have wanted recreation. Society has ever been in great peril when it has failed to provide recreation and adventure as well as food.

Man is not the kind of animal that you can cage up and keep in idleness. The indomitable spirit of man is his own undoing if he have no outlet for adventure, for living, for recreation.

It is no economy to clap the lid down on recreation and adventure and wait for the inevitable explosion which comes when human beings sit together in idleness and let petty irritations grow. Activity alone can give the ventilation that the human spirit requires.

HOWARD BRAUCHER.

August, 1932

Vacation Days

Courtesy Cook County Forest Preserve District

There are many such beauty spots
the Cook County, Illinois, Fore
Preserves, to reward the hiker w
follows the trails leading throu
this vast playground available
citizens of the City of Chicago.

These are the days which belong most of all to the children. To the playgrounds of many cities they are crowding, eager for the games and sports, for music and drama, and for the opportunity to play to their hearts' content, which make summer vacations so joyous a time.

Teaching Johnny to Play

Wanted - a method of safeguarding the natural interest and joy every child has in play!

How are we to convince Johnny and his sister that the joy of making something is sufficient reward?

JOHNNY has just come to the playground for the first time. If he is an active, wide-awake boy, he will soon be in trouble of some sort; if he is a somewhat sluggish Johnny, he will sit or stand around for an hour or two, doing nothing and deriving no benefit save, perhaps, the negative one of not being run over. A curious reaction appears, however, when we approach Johnny and suggest that he take part in one of the games or activities which have been organized to meet his needs. Johnny will say "All right" rather grudgingly and follow his assent with the query, "What do I get out of it?" He doesn't necessarily mean a cash payment, but his question is, nevertheless, perfectly serious. He does not have the idea of playing a game or taking part in an activity for the enjoyment he will find, particularly if it is suggested by or seems to be under the direction of an adult. He thinks that there should be some sort of prize, medal or award to be won for any display or skill or for the mere fact of winning. In short, Johnny is a professional by instinct.

We need not try to discover the causes of this attitude. The emphasis today on professional sport, the fact that Johnny's idols in almost every field of endeavor are reaping a harvest of publicity and profit from the things they do well may be responsible. School background with its marks, rewards, and punishments may be another. At all events Johnny does not do things for the sake of doing them.

An Attack on the Problem

Recreation, if it is to mean anything at all, should mean just that. Hence, within the past year the members of the Recreation Department have faced and attempted to solve this problem. The difficulties, in addition to Johnny's "What's-the-prize" attitude, were many. The more skillful boys and girls, without sacrificing their desire for rewards, accumulated medals, certificates and cups until they were almost meaningless. At the same time all such awards placed a disproportionate emphasis upon the actual winning, rather than upon the effort or pleasure involved, personal attitude, or any other values that might lie in the activities. Closely tied up with this was the unsportsmanlike spirit, another symptom of professionalism, which had crept into the competitive games, particularly those between representatives of different playgrounds.

The Department of Recreation of the Board of Education, Newark, New Jersey, last summer tried an experiment in the development of a point system which was recorded in the October, 1931 issue of the *Newark School Bulletin*. This subject is one which is of keen interest to all recreation workers.

A beginning was made in the summer of 1930. Activities were divided into the following classifications: atheltics, games, drama, handcraft, clubs, and dancing. The children were divided into age-interest groups as follows: midgets 6-8, juniors 9-11, intermediates 12-14, and seniors 15-17. The number of competitive games was strictly limited, interplayground competition was temporarily abolished, and an effort was made to place the emphasis in athletic activities on what was considered its most important phase.

All competitive team games were rated on the following basis:

Sportsmanship—60 points
Winning the game—30 points
Promptness—10 points

Each of these terms was discussed thoroughly with the playground leaders in order that all might be interpreted alike on all playgrounds. The umpire for each game awarded the points and filled in the report blank that was sent to the main office. Under this system a team could actually win a game, yet in the final scoring lose on poor sportsmanship and tardiness. At the end of the season winning teams were determined on the basis of total points accumulated.

The partizanship, the unsportsmanlike conduct, and the false values which had crept into the inter-playground competition were not confined to the players, however. Therefore, until other attitudes had been substituted all along the line, something to take the place of this competition had to be found. The values of contacts between the various playgrounds could not be sacrificed. "Play days" were developed.

Play Days Introduced

Following the play day schedule, children from three or four nearby playgrounds met each week at one of the playgrounds to play together. As each child entered the grounds for play day, he or she was given a colored ribbon, regardless of the playground usually attended. That child then found his color flag on the playground, met the children of his color, practiced a color song or yell, and arranged teams to enter the various activities.

Many recreation workers are becoming greatly concerned with what they believe to be an increasing tendency on the part of boys and girls to take part in activities from a "what's-in-it for-me" motive. The problem, they feel, is serious. They are eager to learn how others are solving it.

The general program of activities was arranged beforehand by the playground leaders to include active games, quiet games, folk dancing, community singing, etc. Each color was given points for winning activities during the afternoon, and at the close of the play day the "color team" having the most points won. All the children participated in some activity all the time. There were no spectators. Since every playground had representatives on the winning color team, there were no hard feelings at the end of the day over which playground was best. The bitter rivalry between playgrounds seemed to be forgotten after a few play days, and children who had previously played for prizes, played just for the fun of playing. This summer, having built up higher standards of sportsmanship and courtesy, inter-playground competition on a limited scale was reintroduced.

Many games besides team games were included in the summer program. These games were divided into four classes: jumping-hopping games, catching-throwing-kicking games, chasing-fleeing games, and hiding-seeking miscellaneous games. A full description of each game was given to every playground leader, and the games were discussed, and sometimes played at staff meetings. The work of the playgrounds was planned in two-week cycles so that the children of all playgrounds were familiar with the same games.

Art Activities Emphasized

Dramatic activities were given a new emphasis on the playground program. Through clubs or other interest groups many original story plays were given. The children arranged most of the plays for their own enjoyment producing for audiences only on occasions such as "community nights" when all the people in the community surrounding a playground were invited for an evening's entertainment. Marionette plays turned out to be the most popular form of dramatics. Many lovely, grotesque, and amusing little marionettes were made by the children for play

that they arranged themselves. "Winnie-the-Pooh" became a very famous character on the playgrounds. He had the honor of being sent out with his troop to visit other grounds via the Theatre Van. He was owned and controlled by a fifteen-year-old boy. Some phase of marionettes seemed to appeal to almost every age group.

Handcraft projects, except for marionette construction and show work, were usually simple and could be made in a short time. Materials such as paint, clay, soap, wood, paper, crayons, glue, etc., were available and simple directions were given the children who asked for help. At a number of the playgrounds, manual training shops were opened and directed by special leaders, who gave the children freedom in selecting and making articles, helping only when called upon by the children. Instead of a city-wide handcraft contest at the end of the summer season, handcraft products were displayed at every community night so that parents and friends of the children could see what they were doing in handcraft. Lack of inter-playground competition here made the leaders more free to let the children do what they wanted to do as they wanted to do it. "Show work" was eliminated.

Courtesy Department of Parks, Seattle, Washington

It's a great thing when Johnny who lives in a crowded city is provided with an overnight camp nearby where he may go at very little expense.

Music included community singing, harmonica bands, jazz orchestras, toy bands, ukulele clubs, and barber shop quartettes. A master musician has assisted with some of the clubs and bands. Song sheets, ukulele songs, etc., were given out to stimulate musical activities.

Many of the playground leaders arranged most of the activities through club organizations. These seem to work rather effectively. Each playground arranged its dramatic clubs, handcraft clubs, athletic clubs, etc. Dancing, however, seemed to keep away from club organization. Folk dancing was steadily emphasized, with dances so simple that almost any child could enter a dancing group without previous experience. These dances were used very effectively in play days and community nights.

Placing Awards in Their Proper Setting

All of these were steps in substituting play for competition. There still remained the problem of placing awards on a satisfactory basis. There was no overwhelming desire to do away with them altogether. Awards of one sort or another, and always providing they are not over-emphasized, give a valuable stimulus. The recreation leaders did feel, however, that they should be systematized and should contribute definitely to the main objectives of recreation. The problem was taken up by the advisory committee of the recreation department, composed of nine permanently employed recreation leaders. The members of this committee are: Allan Krim, chairman, Helen Collin, Fannie Diener, Rose Freeman, Vivian Y. Weitz, Peter D. Jones, Thomas Donovan, Jacob W. Feldman, and James O'Dea. Last July they formulated a unified award system for the recreation department. It was placed in operation immediately.

The purposes of the system are:

1. To aid in increasing the interest of the individual in a varied program of recreational activities.
2. To reward this increased interest upon the

part of the individual or group of individuals when certain standards have been reached.

3. To standardize these awards for all recreation centers so that the increased interest upon the part of the individual or group will be given equal recognition.
4. To make a system of awards progressive to a degree so that an individual spending several years in the recreation center may receive a cumulation of awards.

The system considers interest and effort as most important; competition and reward are not emphasized; activity, fun, fair play and sportsmanship are primary considerations. There are four types of awards, the individual certificate, the team certificate, the gold button, and the gold medal. An individual may secure a certificate or certificates with a value of three points, two points, or one point, depending upon the rules governing the granting of awards in any particular activity. A member of any winning team who meets the requirements set up for the granting of awards in the various team activities may secure a certificate with a value of three points. A gold button may be secured by accumulating a total of fifteen points of certificate value, providing that four different activities are represented. A gold medal may be secured by accumulating three gold buttons, regardless of the length of time necessary for this accumulation, providing, of course, that the individual is of playground age i.e., under eighteen. It is the idea of the committee that it will take at least three years for a boy or girl to acquire a gold medal. Awards will be made by the director of recreation in conjunction with the advisory committee twice a year—the first Saturday in January and the first Saturday in July. Credits earned on one playground may be transferred to another.

A system for the award of certificate points has been set up for each activity by a special committee which considered the fundamental purposes of the activity and its place in the recreation program. Every effort was made to make the certificate points under the various activities about equal in value.

Under clubs, a three-point certificate is awarded to each member of a club which accumulates 300 points of credit, such points being gained by the attendance record of the club, by its activity in entering members in contests and tournaments, and lastly, for the winning of events. In drama, dancing, music and handcraft emphasis is always upon participation and creative interest, rather than upon accomplishment or victory in a contest.

In games the awarding of certificates is based on the total number of points secured during the team's league season. Under track and field events minimum number entries are set up, provisions limit contestants to one track and one field event, and certificates are awarded to winners of events and to members of winning teams.

The Point System

The number of points awarded for individual activities are as follows:

Dramatics

Types of Productions—Plays (one, two and three acts); Minstrels; Puppet Shows; Pageants, Masques, Festivals, Operettas, Musical Comedies, Reviews, Follies; Recreational Dramatics (Pantomimes, Tableaux, Impersonations, Walking Rehearsals, Shadow Pictures, Skits, Stunt Plays).

Awards—Anyone appearing in a major part in full evening's entertainment of one presentation of at least 1½ hours before an audience, will receive a 3 point certificate. A minor part in a like production will receive 2 or 1 points depending on length of part. Anyone appearing in a major part in a short entertainment before an audience will receive a 2 point certificate—minor part in like production 1 point.

The director, stage manager, business manager, property manager, costume manager, light manager, scenery manager, understudy, and music director of any performance will receive points in proportion to the amount of work each has to do on said production.

Anyone writing an original full evening's entertainment which is produced will receive a 3 point certificate.

Anyone writing a short, original entertainment for a part of an evening's production, which is produced, will receive a 2 point certificate.

To receive an award in dramatics, a child must present a record showing the name, author and publisher, and part played in entertainment in which he participated.

Summer playgrounds are to transfer their respective children's credits to the playground which the children expect to attend in the winter.

Dancing

Types of Dancing—Acrobatic; Ballet, Character; Chorus; Folk Dancing; Interpretive; Rythmics; Tap and Clog; Original Dance Conceptions.

Awards—A 1-point certificate for attendance of every 15 hours.

A 1-point certificate for an individual taking part in recitals or dance routines arranged for shows, exhibitions, minstrels, etc.

A 2-point certificate may be awarded a pupil for an original dance conception executed in a commendable manner by that individual.

An additional 1 point may be awarded an individual for an original dance conception executed by a group of individuals.

Awards are to be made in dancing at the end of a six-month session.

Music

Types of Music—Harmonica; Ukulele; Toy Band; Glee Club; Orchestra; Fife and Drum Corps; Community Singing Leader.

Awards—1 point for every 15 hours of attendance. 2 points for every 30 hours of attendance. 3 points for every 45 hours or any multiple thereof. 1 point for playing in concerts, musicals, shows, city bands, entertainments, etc.

Outstanding Achievements—Any pupil writing the words for a playground song will be awarded a 1-point certificate if the words will be adapted as a playground song. The adaptability of the words is left to the discretion of the instructor in charge.

Anyone composing and playing a musical composition before the instructor and class will receive a 2-point certificate.

Anyone composing musical selections which will later be rendered to a group of children, will receive a 3-point certificate.

An advanced pupil who is superior to the others in the preliminary work may be appointed as a leader to instruct in the various assignments in the music made by the instructor in charge and will receive a 3-point certificate.

Awards are to be made in music at the end of a six-month session.

Summer playgrounds are to transfer their respective children's summer credits to the playground they will attend in the winter.

Handcraft

Suggested Handcraft Activities—Art Stone Craft; Airplane making; Asbestos work; Animal making; Art needlework; Boats (model); Basketry; Beading; Batik work; Bird houses; Clay modeling; Circus project; Crepe paper craft; Crayonexing; Crocheting and knitting; Costuming; Creative work; Cork articles; Dolls; Doll houses and furniture making; Decorative masks and plaques; Dressmaking; Drawing; Furniture making; Flower making; Japanese gardens; Jewelry; Lamp shades; Lanterns; Leather work; Magazine or playground paper publishing; Puppets and marionettes; Paper craft; Plaster Paris work; Painting; Printing; Poster work; Paper mache articles; Rug making; Rubber articles; Sealing Wax craft; Sewing; Soap carving; Scenery making; Spool toys; Scrap books; Tying and dyeing; Toy making; Weaving; Wood carving; Whittling.

Awards—For a project or group of projects taking 45 hours, award a 3-point certificate; 30 hours, award a 2-point certificate; 15 hours, award a 1-point certificate.

Certificates will only be awarded for 15 hours or any multiple thereof.

For outstanding achievement award a 2-point certificate.

For an original idea award a 1-point certificate.

A child who has a great amount of ability in handcraft should be appointed as leader to instruct handcraft activities and should be awarded a 3-point certificate.

Summer playgrounds are to transfer their respective children's credits to the playground they expect to attend in the winter.

The number of articles made are not to be considered.

Awards in handcraft are to be made at the end of a six-month session.

Games

Games Suggested—Baseball; Diamond Ball; Punch Ball; Football; Basketball; Long Base; Speed Ball; Goal Ball; Box Ball; Stride Ball Relay; Volley Ball; Dodge Ball; Captain Ball; Corner Ball; Field Ball; Volley Quoits; Fox and Geese Dodge Ball; Newcomb; Snatch Ball; Overhead Ball Relay; Kick Baseball; Ping Pong; Paddle Tennis; Shuffle Board; Horseshoe Pitching; Clock Golf; Carroms; Ring Toss; Jacks, Hop Scotch.

Awards—In order to receive an award a

player must be on the winning team and must have participated in one game more than half the total number of games.

In individual competition, such as checkers, paddle tennis. jacks, etc., first, second, third place winners are to receive a certificate equivalent to the value of the place won.

The awarding of certificates to the winning team is to be based on the total number points gained and scored during the league season. Each team has the possibility of scoring 100 points for each game—Sportsmanship, 60 points; Winning game, 30 points; Promptness, 10 points.

Those midgets and other children who do not participate in team contests, but who are regular in attendance and actively engaged in low organized games, should receive a certificate of award, the value of which to be left to the discretion of the director.

Athletics

(1) Classification

A—to apply to all events

Individual Classification

Midget Girls—8 years and under
Midget Boys—8 years and under
Junior Girls—9 to 11 years inclusive
Junior Boys—9 to 11 years inclusive
a. Intermedate Girls—12 to 14 years inclusive
Intermediate Boys—12 to 14 years inclusive
Senior Boys—15 to 17 years inclusive
Senior Girls—15 to 17 years inclusive

Team Classification

b. Intermediate—14 years and under
Senior—17 years and under

B—Weight and height not to be considered

Events

(2) No midgets eligible. (All subject to conditions)

A—Track

a. Sprints—

Junior	Girls—40 yd. Dash	
	Boys—40 yd. Dash	
Intermediate	Girls—40 yd. Dash	
	Boys—50 yd. Dash	
Senior	Girls—50 yd. Dash	
	Boys—50 yd. Dash	

b. Relays (4 to team)

1—Junior Girls—120 yds. (30 yds. each) ¼ lap
Boys—120 yds. (30 yds. each) ¼ lap
2—Intermediate Girls—120 yds. (30 yds. each) ¼ lap
Boys—240 yds. (60 yds. each) ½ lap
3—Senior Girls—120 yds. (30 yds. each) ¼ lap
Boys—480 yds. (120 yds. each) 1 lap

c. Shuttle Relay (Girls' special event) 8 to team
1—Juniors—Girls (each to run 40 yds.)
2—Intermediates—Girls (each to run 40 yds.)
3—Seniors—Girls (each to run 40 yds.)

B—Field

Girls

a. Junior-Volley ball throw, standing and running broad, running high jump

b. Intermediate and Senior-Basketball throw, baseball, throw, standing and running broad, running high jump

Boys

c. Junior, Intermediate and Senior-Running and standing broad jump, running high jump

Boys and Girls

d. Intermediate and Senior-Hop, step and jump

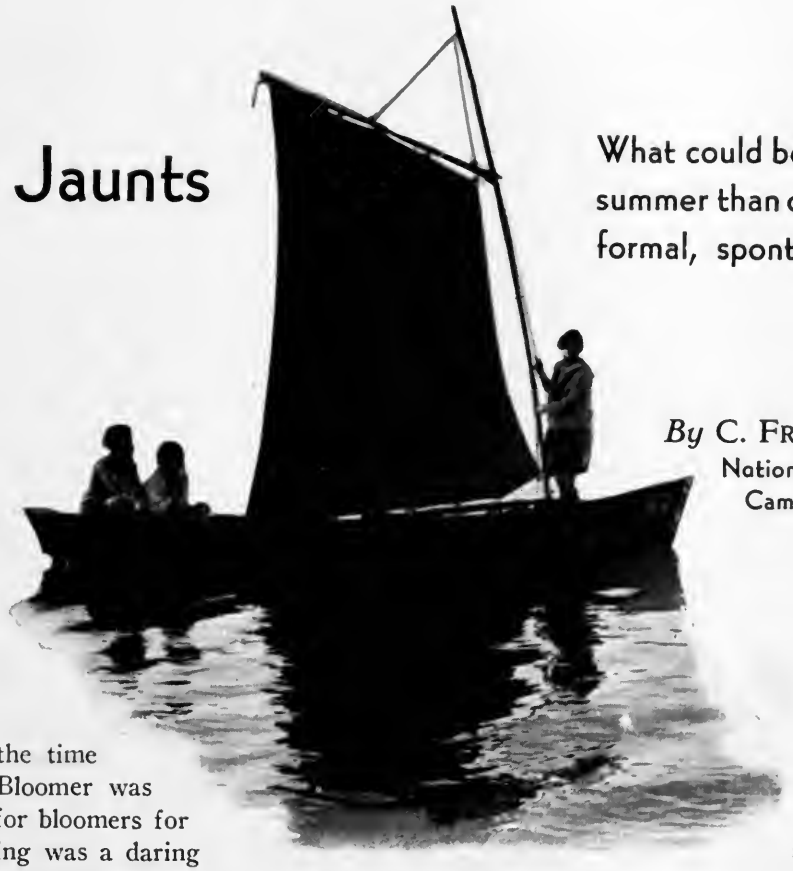
Awards—Individual—3, 2, 1 point certificates. Team—3 point certificate to each member of winning team.

The system has been presented in considerable detail here because it may suggest a similar plan of graduated awards to others and because it is new on the Newark playgrounds. At all events it is the recreation department's answer to Johnny's question, "What's the prize?" While the prize may be a stimulus to keep Johnny's interest up, it is not so valuable that he will seek it for its own sake. Consequently we hope that long before Johnny has exchanged his three gold buttons for a gold medal, or has reached the magic age of eighteen at which gold medals presumably have no allure, he will have learned to play because he likes to play and will engage in pleasurable and profitable recreation as recreation.

NOTE: A contestant may take part in only one track and one field event. The minimum entries required to make an event official for an award shall be ten for field events, twelve for track events, five relay teams.

Gypsy Jaunts

What could be more fun this summer than one of these informal, spontaneous hikes?



By C. FRANCES LOOMIS
National Headquarters
Camp Fire Girls

ALONG about the time that Mrs. Bloomer was crusading for bloomers for ladies and bicycling was a daring feminine sport, and women went in bathing, (not swimming), swathed from head to toe in voluminous garments, camping for girls was considered almost too radical an innovation to be whole-heartedly accepted—too strenuous, not quite ladylike, and very apt to be dangerous. How far the pendulum has swung the other way! Perhaps too far. Today there are private and organization camps for girls in every part of the country. The danger now lies not in their being dangerous to life and safety but in their being too civilized—over-programmed, sophisticated.

There has been a tendency to carry over into a full camping schedule the sports and handicrafts which the girls enjoy in their winter, school and town experience. To make room for these activities the days have been crowded too full. Up with the bugle, dip, dress, flag raising, exercise, breakfast, morning sing, clean up, tramp, tramp, tramp from class to class, dinner, rest hour, more assigned activities, supper, and evening program, and so to bed, worn and weary.

The Camp Program

We all recognize that type of regimented schedule. Perhaps it developed because conscientious camp directors wanted to give the girls all they possibly could during their brief stay at camp. Perhaps it was just easier for capable but unimaginative executives to organize camp that way. Three disadvantages are obvious. An inflexible, crowded schedule is apt to make a girl tired and nervous rather than relaxed and rested, it permits little or no opportunity for the girls to follow their individual interests, and it rarely allows either counselors or campers to take full advantage of the camp's richest offering—its environment. If there is no "time to stand and stare" one might almost as well be confined behind brick walls in the heart of a city as encamped beside the sea or on a pine-clad hillside.

Camp Fire camps are not guiltless of overscheduling. We have, or we hope we can say we have had, bugle-run camps, but not many of them, for most Camp Fire leaders have imagination. That quality, in fact, is practically a prerequisite to leadership in Camp Fire, and imagination does not usually express itself in hard and fast schedules. Where, in such a schedule, would one be able to squeeze in an impromptu Tajer hunt? Or a moonlight swim, because moonlight and warm weather were for once in happy combination? Or a barbecue because a friendly rancher had

presented the camp with seven goats? Some scheduling there must be—regular meal times if one is to keep the camp cook, the campers' digestions in good humor, regular hours of sleep, though this routine is occasionally broken by a midnight star gazing party or a sunrise hike, and a regular time for the main swimming period each day because that is dependent on meal time. For the rest, the campers in small groups pursue the activities which interest them most, whether it is building a tree house, making a rock garden, exploring a brook or rigging sails on the row boats. There is really free time when each girl may pursue her individual hobby with counselors within call for advice and help. There is leeway for spur-of-the-moment expeditions and explorations that have been inspired by some activity the girls are interested in, such as a trip to the swamp for sphagnum moss to fill the chinks of the log cabin, or a hunt for clay from which to make pottery.

It is admittedly more difficult to direct this more spontaneous type of program. It requires vision and initiative and tact on the part of the camp director and counselors alike, but it is well worthwhile in the richer and more personal experience which it gives the girls, the real re-creation which comes with their initiating their own activities and putting themselves into what they do. In carrying forward such a program the camp staff finds its most valuable asset the camp environment and two interests which are inspired by the camp environment and in turn motivate most of the camp activities—nature lore and camp craft.

It is the aim of every camp to have a competent nature lore and a competent camp craft counselor, but to know something of these crafts is an asset in every counselor, for no matter for what particular skill a counselor is engaged—swimming or handicraft or music—if she can recognize a bird's song or knows what wood will make a good fire for roasting, she is just that much more valuable. Even the nurse may make her special contribution if her hobby happens to be star lore or if she knows how to make dyes from certain plants and berries, and the handy man is just that much more handy if he knows the ways of woodchucks or can show the girls where to find rushes and willows for their baskets and mats. The out-of-doors is heart and soul of camp and a store of nature and camp lore is the treasure trove that girls take away with them to draw upon all the rest of their lives.

Hiking

Naturally hikes, both the day trips and the over-night ones, outdoor cooking, and sleeping out-of-doors, play an important part in a program such as this. The novitiates start with short hikes and cooking simple meals over outdoor fires; they progress to over-night hikes, when they must be able to make themselves comfortable on the ground in any weather, and they learn more of the possibilities and devices of outdoor cooking, until they finally achieve their longed for goal, the longer trips which the girls in some camps call "gypsy jaunts."

These trips last a week, sometimes ten days, sometimes longer. By covered wagon in Arizona, on horseback in Colorado, by canoe in Minnestoa, on foot in California, under sail in Puget Sound, these trips are as varied as the localities, the abilities and the desires of the girls.

They are so different that only a few general statements can be made that apply to them all. They are

They build their own equipment, cook their meals, and find it a delightful adventure!

the special privilege of the older campers who have shown particular interest and skill in camp craft and who are physically fit. Permission is obtained from each girl's parents before she is allowed to take the trip. The number is limited to ten or twelve, sometimes less. The camp craft counselor is usually in charge and one or two other counselors, skilled in camp craft and nature lore, accompany the girls. The route is planned by the girls and counselors together, and together they make up the lists of supplies and equipment and attend to their assemblage and packing. Perhaps a gypsy jaunt is most exciting when the plans and preparations are under way. Then maps are pored over and equipment lists made and revised again and again. The general equipment is furnished by the camp and the supplies come largely from the camp commissary, supplemented by fresh fruit and vegetables bought along the way. What is taken of course depends upon the nature of the trip, its duration and the method of travel, but the equipment in any case is kept as simple as possible, the stunt being for the girls to see how much they can get along without and still be comfortable. Heading the list is the first aid kit which includes a bedding roll and poncho for each girl, sometimes pup tents, the minimum of cooking equipment and personal necessities.

"One of the greatest luxuries in the world is to be let alone at the proper time. I don't like a cheer leader to tell me when to cheer. In this age we lack proper facilities for play and too much drudgery enters into our lives. Efficiency as we are developing it gives me a cold chill." — From *Dr. Allen Hoben*, President, Kalamazoo College, Michigan.

If the girls go by canoe or on horseback, the problem of carrying the duffle is easily solved. If they hike some arrangement is made for transporting the heavier equipment by wagon or truck because it is not thought wise for girls in their teens to walk for hours carrying heavy loads no matter how scientifically packed and placed. The girls meet this problem in their own way. In Michigan, where their gypsy jaunt led them along country roads, they used Molly, the old gray camp mare to haul a covered wagon which they took turns driving while the rest led the way to encourage Molly and set her a good example. In Arizona, two slow but sturdy mules pulled the wagon over the desert trail. In the effete East the camp station wagon carted the duffle by the main highway, while the girls climbed the mountain trails.

We are rather short on wilds in the vicinity of most of our camps, which must of necessity, since transportation has to be considered, be situated within from twenty-five to a hundred miles of the cities in which the girls live. Some camps are fortunate in having fairly wild country, forests, mountains, deserts or chains of lakes more readily accessible than others, and these are the setting for their gypsy jaunts, while girls from other camps less fortunately situated must hike through country that is rather well settled.

Even this had its piquancy in adventure and experience. On the Michigan trip mentioned the girls enjoyed the novelty of getting permission to put up pup tents in orchards or woodlots or in the lee of a haystack, buying eggs and milk at the source, being allowed to pick wild blueberries for blueberry pancakes, hiking miles along back country roads, through maple sugar groves, through acres of dispiriting scrub oak until finally and at last they approached their long heard of but never before seen goal—the white sand bluffs and Lake Michigan.

Great Adventures

These girls who set out to find a great lake would probably tell you that they had just as thrilling an experience as their Colorado sisters who set a mountain peak as their objective. The Colorado girls could see the peak from their camp, with lesser pine-clad mountains and aspen filled valleys stretching between, and early in the summer they chose it as the goal of their gypsy jaunt. As they worked about camp perfecting themselves in outdoor cooking and camping lore the mountain beckoned, until finally, one August morning, they were ready to answer its call. With duffle tidily rolled in their saddle packs they set out on horseback to follow the long trail that led them up and down and up again, and then up and up to the mountain's top. Their last camp before timber line was beside a cobalt blue lake and in the warm afternoon sunshine they ventured a plunge into waters which proved to be glacial both in origin and temperature. The shock of that experience, and hearing what they insisted was the cry of a mountain lion, and the tales of a ranger who was their guide on the last long stretch above timber line, where what they talked about most when they came back to camp—that

and the view from the top of the mountain.

Girls in Arizona have mountains to climb, too, but most of them prefer their desert. It has as much lure for them as sea or mountains or lakes for some of the rest of us, and as they describe it we can hardly blame them. They love its changing color the red sandstone and the green-gray sage, the candle-like yucca and the flaming cactus. They love its surprises, especially the tree fringed tanques which invite a swim. They sleep under very brilliant stars and sometimes in all-enveloping moonlight that makes the desert seem like a great silver sea.

And there's the joy of pursuing, with perfect freedom, individual hobbies in crafts and nature lore.

At their camp on Vashon Island the Seattle Camp Fire Girls have the sea all around and about. It is no wonder that their gypsy jaunts are by water. They have rigged sails on some of the camp rowboats and these carry them merrily ahead—when there is a wind. When the wind dies there are strong young arms to man the oars, and on they go. The island covers considerable territory—there are one hundred and eighty-six acres in the camp property alone—so it is quite a trip around the island, especially if one explores the alluring coves and investigates the streams. The shore of the island offers a variety of camping spots, on the sandy beach among the rocks, in wooded bays or at the outlet of a brook. Camp Sealth girls always have tall stories to tell after one of these trips.

And All of It Fun!

In fact, as much fun as the gypsy jaunts themselves is the telling about them. First there is the fun of planning, then the adventures of the trip itself, the camping and the cooking, and finally the fun of coming back to camp and telling about it. Sometimes the girls make up songs about their trip, or dramatize exciting incidents for the evening program, or bring back treasure which they show and explain, or write it up for the camp paper. Though the Colorado girls insist that they heard a mountain lion (our private opinion is that the ranger's stories had something to do with what they thought they heard) and the girls in Arizona may have disputed their right of way with a gila monster, the wild beasts that are most apt to beset and distress the gypsies are—mosquitoes.

It would be impossible to describe in detail the numbers of very different sorts of trips the girls enjoy. They are important in the camping program because girls do enjoy them so much, they make the something different which camp directors seek for older girls who have been coming to camp for a long time, they stimulate interest in camp craft and nature lore among all the campers, and they provide an enriching experience which the girls talk about, write about, dramatize and do not soon forget.

It is logical that many or most of these trips should start out from camp, since at camp both equipment and leadership are available, but there is no reason why gypsy jaunts should not be enjoyed by groups from town. If the same training and leadership that the girls have at camp can be provided in town, equipment and provisions are easily managed. Then the girls will have the joy of knowing, as they set out from town, that they will not have to turn back so as to be home in time for supper; they will have the

(Continued on page 257)

Surfacing Playground Areas

A committee report of much interest to recreation, park and school authorities.

Courtesy Seattle Park Department

It is quite generally agreed that turf is the ideal surface for most forms of children's play.

WIDELY divergent local conditions and great differences of opinion among local recreation leaders as to the merits of various types of surfacing, make it exceedingly difficult, if not impossible, to establish definite standards for the surfacing of various types of play areas. Each play area presents a special problem in surfacing, and the solution depends upon various factors which must be taken into consideration as affecting the particular area. Before entering upon a discussion of the various types of surfacing an understanding of these factors is essential.

In response to a request made by a group of recreation authorities that a special study be made of the problems involved in surfacing recreation areas, the National Recreation Association appointed a committee of eleven recreation executives to conduct such a study. The Committee decided to limit its inquiry to such areas as were devoted primarily to children's play, and to specially surfaced courts used for tennis, handball and similar games. An effort was made to collect information concerning the various kinds of materials used for surfacing such play areas, the methods of constructing and maintaining the surfaces, and the cost involved.

IMPORTANT FACTORS

Varying Climatic Conditions in Different Parts of the Country

The influence of climate is perhaps most felt in the effect of freezing and thawing upon various types of surfaces. In the case of a hard surface such as concrete or asphalt, a greater thickness is generally required and greater care must be given the subdrainage where heavy freezing occurs than in a warm climate. Cracking of the surface and buckling are more likely to occur in a cold region unless great care is taken in laying the surface. On the other hand, extreme heat affects many bituminous surfaces. Certain types of soils are not suitable for use when the frost is leaving the ground, and it is therefore impossible to use many play areas during the late winter and early spring. The amount of rainfall is sometimes a factor affecting the problem of surfacing. The expense of maintaining clay or turf areas in California cities, for example, has been responsible to a considerable degree for their widespread use of concrete and asphalt courts.

Wide Divergence in Natural Soil Conditions

It is obvious that natural soil conditions are of importance in facing this problem. In certain parts of the country, such as Florida, the soil is so sandy as to make it unsuited for many play activities, whereas in other sections the natural heavy clay soil makes drainage difficult. Different methods of treatment are obviously needed. On the other hand, in the upper part of Minnesota there seems to be a peculiar soil condition consisting of a sand and gravel covered with a clay loam, which makes it very easy to obtain a grass growth and provides a very satisfactory surface for this particular region.

Location and Size of Area to Be Surfaced

The location and size of the area to be surfaced have a direct bearing upon the surface to be used. Intensively used park areas near picnic grounds, swimming pools, wading pools and similar facilities, provide a distinct problem. Playgrounds adjoining a school building, especially when these grounds are used for physical education activities during the school day as well as for general playground activities in out-of-school hours, require a special type of surface. Small areas in congested districts used for many different types of activities require different treatment than larger areas with possibilities for separation of activities.

Type of Activities to be Conducted

The type of activities to be conducted at a given area has a relation to the surfacing to be used. For example, a turf surface is ideal for many freeplay activities of young children but it is not suitable for a handball court where an accurate bound of the ball is essential to good play. On the other hand, a hard, smooth surface such as is required for a game like handball, is not to be recommended for general play purposes. Under certain types of playground apparatus from which children are likely to fall, special soft or yielding surfaces are needed which would not be suitable for games or other active play.

Extent of Playing Season

The number of months during which a given area is to be used each year may influence the type of surfacing. A park playground, for example, used only during the summer months, does not present the same surfacing problems as a playground which is used throughout the year. It is often possible to maintain a grass surface where the area is used for a few weeks only, but on a year-round playground it is often impossible to maintain turf and a natural surface is generally unfit for use during several weeks of the year. In the case of special areas for games which are played during only a brief period there may be less need or justification for special surfacing than when courts are to be used for many months.

Intensity of Use

The number of persons likely to use an area is another factor to be considered since there is a relationship between the serviceability of the surfacing and the loads that it is to carry. A surface receiving constant use by large groups of individuals requires different consideration than one with intermittent use by large or small groups. Special surfacing is sometimes needed at portions of the playground receiving the greatest wear.

Suitability for Flood Lighting

Another factor of increasing importance is the suitability of a surface for lighting. Absorbtion power of surfacing—effect on glare, reflective power, etc., are all points that must be considered if the area is to be lighted for night use.

Local Tastes, Habits and Traditions

The element of tastes or traditions is probably more evident in the case of special game areas than in children's playgrounds, but it is a factor with which to reckon. In certain cities where concrete or asphalt tennis courts have been installed for the first time, there have been much criticism and objection to their use, largely because they were different, whereas after a period of use they have proved more popular than clay or dirt courts. Although public opinion is a factor to be respected, it is believed that recreation leaders should not hesitate to introduce new methods which have proved their worth.

Availability of Surfacing Materials

A readily available and inexpensive supply of surfacing materials makes practicable certain types of surface in one part of the country which would be out of the question in other sections. In the Northwest, for example, sawdust, due to the abundant supply, is widely used as a surfacing material. In cities where there are tanneries, tanbark is used under play apparatus and elsewhere. Many cities report ready access to a supply of special types of sand, gravel, clay, slag or some other material which is utilized for play surfaces. Naturally a city should make an effort

to use, if they are satisfactory, surfacing materials available at comparatively low cost.

Varying Local Costs of Labor and Materials

Naturally the local costs of labor and materials have a bearing on the type of surfacing to be used in a given city. If, as mentioned above, a certain type of surfacing material is readily available at a low cost, a city should make an effort to utilize it rather than import a more expensive product. Low labor costs may permit the installation of a better type of surface than would be possible in a city of high labor costs. Since labor costs also effect maintenance, it may be economical in the long run in a city where labor costs are high, to install more expensive surfacing requiring little upkeep than to use less expensive surfacing materials, which require considerable maintenance.

Wide Divergence in Quality of Workmanship and Materials

Although it differs in type from the considerations previously mentioned, the possible divergence in workmanship, materials and methods in following specifications must be recognized. Many experiments in surfacing play areas have failed because the directions were not followed accurately. So much depends upon selection of materials, the method of laying them and the treatments at varying stages of the process that if in any respect specifications are not complied with an unsatisfactory surface is likely to result.

DESIRABLE QUALITIES IN A SURFACE

Important as it is to bear in mind these factors which may effect the type of surfacing to be used on a given play area, it is equally essential to understand the qualities desirable in a playground surface. Although other considerations such as cost are important, it is obvious that a surface, to be satisfactory, must be adapted and suitable for play purposes and that the final judgment of a surface is the extent to which it meets this test. Possibly one reason why surfacing has proved such a troublesome problem is the fact that it is impossible to obtain all of these desirable qualities in the same surface. However, it is advisable to decide which are the more important qualities for a particular area and to adopt a type of surfacing which will most nearly meet these requirements.

The following are some of the elements considered important in a good playground surface:

Resilience — Unless the surface has this elastic quality there results either considerable shock to the players or wear on the area. This quality is especially important on areas used for long periods of play.

Good Drainage — It is important that water be drained off quickly and in such a way as not to wash out the surface. Subdrainage may also be necessary to prevent water from forming under the surface, thereby creating a soggy condition. At the same time the soil should not be so porous that it is neither firm nor free from dust.

Freedom From Dust — It is both unpleasant and unhealthful to play on areas which are dusty when dry. The surface should be compact enough to prevent excess dust; otherwise dust layers should be used.

Durability — A surface is not satisfactory unless it withstands considerable wear without repair or replacement. It must have lasting qualities and must also be firm enough to hold up under sudden and severe shocks.

Non-Abrasiveness — Children and adults are bound to fall while playing, and the surface should be of such texture as to reduce cuts and bruises to a minimum.

Cleanliness — A surface should not only be free from dust but it should not injure clothing or soil excessively either persons or clothing coming in contact with it.

Firmness — For many types of play activities, and to a considerable extent for general play purposes, a firm surface is needed. It is important that it provide a sure footing and one which is not easily affected by hard and frequent shocks.

Smoothness

A play area should be comparatively smooth and free from irregularities and rough spots. This is particularly true in games involving the bounce of a ball, and it also applies to most play activities. On the other hand, it is important that the area does not become slippery when wet.

Utility

A surface should be suitable for a variety of uses and under varying weather conditions. A surface, for example, which cannot be used during several months of the year because of moisture or frost, has a low percentage of utility and in general should be avoided. One advantage of hard surfaces is that they may be used not only by people in rubber soled shoes but also in street shoes.

Cost

A surface should be reasonable in cost: (1) of construction, and (2) of maintenance. The relation between original and maintenance costs of various types of surfaces should be studied. Frequently the more expensive the original surface the less will be the maintenance cost. The length of playing season and varying uses are other important factors to be considered in a study of comparative costs.

Good Appearance

This involves not only the general aspect of the surface but also its suitability for play. Surfaces should present a neat aspect and they should facilitate play. A glaring surface should be avoided because of the eye strain resulting from it.

ESSENTIAL FACTORS IN SURFACING A PLAY AREA

In laying any surface certain factors must receive attention if the results are to be satisfactory. Among them are drainage, grading, excavation, application of materials, rolling and treatment of finished surface. Maintenance, including necessary resurfacing, is also of major importance. Although the procedure differs with varying types and sizes of play areas and surfaces, and detailed methods cannot be discussed in this report, a few important principles are mentioned.

This statement offers a compilation of data which it is believed will be helpful to communities faced with surfacing problems. It is not a committee report though it represents much of the information gathered by the Committee. Any comments or corrections of statements made will be welcomed. It is believed that an adequate study of this subject is possible only through personal observation and study of methods used in a considerable number of communities. Until funds are available for such a study it is hoped detailed reports of local surfacing experiments will be sent to the Committee in care of the National Recreation Association.

Drainage and Grading

Subdrainage—While this subject is too large to cover in detail in this report, the committee feels that certain outstanding points should be mentioned and the importance of this feature of playground construction emphasized. Proper drainage, especially in the case of turf, soil or crushed stone surfaces, increases the number of hours that the area may be used and decreases the cost of maintaining it. If not properly drained, bituminous and concrete surfaces are likely to crack or buckle as a result of freezing and thawing.

The purpose of subdrainage is to remove excess subsoil water which might otherwise collect underneath the play area. The purpose of surface drainage is to remove the excess water falling upon the surface of the area. The subdrainage is taken care of by providing a porous base for the top surface graded so as to permit the water to be drained to a point outside the area. In the case of heavy soils or unusual moist subsoil conditions a system of tile drains will be needed. As a rule, if the natural soil condition is fairly porous, if the sub-base on which the various surfacing materials are laid is made parallel to the finished surface and if a porous sub-surface is provided, the subsoil water can be properly taken care of without the use of special tile drains. In the case of a turf surface there is danger that too elaborate a subdrainage system may remove so much moisture from the soil as to make it difficult to maintain the turf.

Where a wet condition of the soil generally prevails due to an abundance of ground water, it is necessary to provide a special tile drainage system. Agricultural tile is generally used laid in trenches with open joints and back filled with porous material such as cinders or broken stone. The spacing of these lines of tile depends entirely on the

character of the soil to be drained. Naturally, the heavier the soil the closer the drains should be laid. No definite rule can be given as to either the distance apart or the depth at which these drains should be placed, but they are frequently spaced from 15 to 30 feet apart depending upon the soil water conditions determined by observations made in the field. The grade on these drains, when possible, should not be less than ⅛″ to the foot, preferably ¼″. Local conditions will naturally determine the amount of fall that can be gotten and the above figures are merely cited as a guide and to indicate what experience has proved to be satisfactory. It is important to give consideration to the location, size and levels of city sewers if drains are to be connected with them.

Proper subsurface drainage allows the surface to dry out early in spring and following heavy rains. It is also important because any subgrade upon which stone, bituminous material, concrete, or any other surface is to be applied must have sufficient drainage at all times of the year to prevent it from becoming soft with a consequent break-up or settlement in the wearing surface. Naturally if water collects under a hard surface during freezing weather there is great likelihood that the surface will be cracked. If a clay bank ledge or other under ground condition is found to interfere with the draining off of subsoil water, it may be necessary to lay tile either through or around the obstruction to prevent water from collecting under the play area. The topography of the ground surrounding the play area also often has an important bearing upon the amount and type of drainage required.

Surface Drainage

The subject of surface drainage is also of paramount importance and is usually taken care of in one of two ways, or a combination of both, namely: that of sloping the surface and allowing the excess water to run off the area, or sloping the surface to a predetermined point where the water is collected in catch basins connected with underground drains. In this connection it is important to remember that where catch basins are to be used they can usually be economically worked out to connect with the agricultural tile drains installed to take care of the subsurface water. On turf areas considerable slope is necessary to insure surface water runoff, a very important point which is frequently overlooked in the designing of play areas. Unless it is absolutely essential that a turf surface be constructed perfectly level for some particular sport or game, it should have *not less than* eight inches fall per hundred feet. As a rule the slope should not extend more than two hundred feet because the surface is likely to be washed out. On a wide field lateral drains will be needed, and drain inlets should be placed between the playing fields.

Hard surfaced playgrounds naturally require less slope to dispose of surface water. Authorities differ as to the amount. The following figures, however, are inserted as a guide, being based on experience and found to be suitable:

Clay	6″–9″	slope per	100 ft.
Crushed rock	6″	" "	100 ft.
Bituminous	6″–8″	" "	100 ft.
Concrete	6″	" "	100 ft.

The care with which any surface is laid with respect to local pockets and depressions affects the amount of slope necessary to dispose of most of the water. The figures given above are based on what might be termed "average construction" and they might be reduced slightly, especially in the case of the hard surface areas, if extreme care is used in making a smooth and accurate surface. The possibility of future settlement is another feature which should govern the slope given to the surface, as it is necessary to allow considerably more fall if it is probable that local depressions, which cannot be readily filled and brought up to grade, are apt to develop.

Too much emphasis cannot be laid on the fact that the providing of sufficient drainage to take care of the excess subsoil water, and the shaping and sloping of the surface to provide adequate disposal of surface water, are of fundamental importance. They should be considered in the construction of any play area as they insure a better and more lasting surface with a lower maintenance cost, and one on which the play hours will be materially increased. As previously stated, the subject of drainage is a large one and many details which are involved are obviously beyond the scope of this committee. Further information as to the actual methods of caring for subsurface drainage are available in the bulletins published by the United States Department of Agriculture, and helpful data as to the method of laying, the size of tile available, and prices, are to be found in the publications issued by the manufacturers of agricultural tile.

Excavating and Filling

In excavating, before laying a surface it is important that all roots and stumps be removed, for

if left, they may cause subsequent depressions in the surface. Similarly, all holes should be carefully filled and great care should be taken to see that no boards or cans are allowed in the fill. All filled areas should be allowed to settle for several months if possible. Otherwise they should be thoroughly puddled. As a rule the subgrade on which the surfacing materials are laid should parallel the finished surface.

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Application of Material

The selection, inspection and application of surfacing materials are of great importance. A careful check should be made to insure the materials conforming to the specifications in every respect. The substitution of inferior or other material may ruin the final surface. It is also important to check on the steps taken in laying the surface. If an attempt is made to hasten the work or lessen the expense through less frequent rolling or watering or the application of more materials at a time than called for in the specifications, the results are likely to be unsatisfactory. It is also important that the finished surface be protected and not used until it is in condition for play.

Maintenance

Maintenance is another factor of major importance in assuring a satisfactory playing surface. Except for concrete and certain bituminous materials which need little care, most types of surfaces need frequent attention in order to keep them in good condition. Depressions or soft spots need to be filled; rolling, mowing or raking at regular intervals may be necessary, and sprinkling or applications of dust binders are often essential. Only by continuous care can a surface be kept in first class condition and the necessity and expense of providing a new surface avoided. Furthermore, it is important that people be kept off areas when they are not in condition for play.

A GENERAL GROUPING AND CLASSIFICATION OF THE VARIOUS SURFACINGS BEING USED

Although the Committee's study is limited to the surfacing of children's playgrounds and of special game courts such as tennis and handball, the data secured from different sections of the country indicates a great variety in the types of materials used for playground surfaces. Among the materials in most common use are sand, gravel and clay in various combinations, turf, cinders, crushed stone, slag, loam, concrete, various types of bituminous materials, and a number of special patented surfaces. These types of surfacing are grouped under the following headings for purposes of this report: I. Turf; II. Sand-Clay; III. Crushed Stone; IV. Bituminous Surfaces; V. Concrete; VI. Special Patented Materials. Each of these general types is briefly discussed

A well landscaped and effectively surfaced area lighted for night use.

and specifications are given for a number of types of surfacing which have proved successful.

Turf

It is quite generally agreed that turf is the ideal surface for most forms of children's play and for many of the highly organized games and sports of youth and adults. It is believed that it should be almost universally used on small areas used for the play of pre-school age children. It is also essential for use on certain types of special game courts such as lawn bowling. Many cities have large playgrounds which are mostly in turf, although it is not practicable to maintain turf areas on intensively used playgrounds of less than two or three acres.

Turf is not practicable for small, intensively used play areas because it is impossible to maintain it. Furthermore, it is not suitable for use when the grass is wet because it becomes too slippery, nor can it be used when the ground is thawing without harming the turf. It is not practicable, of course, for any games requiring an accurate bound of the ball nor where a sure, smooth footing is required. In order to maintain a good turf it is necessary that there be a top surface of at least six inches and preferably nine inches of loam. It is important that the area be not used after seeding until the turf is well established. Turf is found on few school playgrounds used the year-round although it is found on a great many park playgrounds used intensively only a few months of the year.

In some sections of the country—for example, in parts of Minnesota— the climate is such that it is easy to grow grass and apparently natural soil conditions favor its growth. In Minneapolis play areas are surfaced with a sub-grade of six inches of clay upon which are placed six inches of loam. These areas are then seeded and rolled. The best quality of loam and clay are used free from sod, gravel, sand, stones or other foreign material. Grass seed is sown at about one bushel per acre and consists of one-third Red Top to two-thirds Kentucky Blue Grass seed. No new field is used until the grass is cut at least twice.

State Agricultural Experiment Stations are a source of valuable information on various types of grass seed suitable for different conditions, and it is suggested that playground authorities contemplating the development of turf areas get in touch with the Station in their state. Soil conditions, amount of shade, type and intensity of use and other factors should be considered before the seed is selected. By securing competent advice waste of seed will be avoided and more satisfactory turf obtained.

Sand-Clay Surfaces*

More cities reported using some type of sand, clay, gravel or loam surface than any other type. As a rule cities make use of local materials which are most readily avilable and at a nominal cost. It is suggested that before surfacing an entire play area experiments be conducted with different percentages of local soil materials in order to determine which combination is best suited for playground use. Naturally the greater the amount of sand or gravel, the more readily the area drains. On the other hand the greater the amount of clay, the more firm the surface is likely to be. Many of these soil surfaces give a high degree of satisfaction for playground use during many months of the year, although most of them cannot be used during periods when the frost is leaving the ground.

Since there is such a wide variation in the content of soils and since there is value in classifying them, the following soil chart used by the United States Bureau of Soils is included:

CLASSIFICATION OF SOILS

Class	Per Cent Sand	Per Cent Silt	Per Cent Clay
Sand	80–100	0– 20	0– 20
Sandy Loam	50– 80	0– 50	0– 20
Loam	30– 50	30– 50	0– 20
Silt Loam	0– 50	50–100	0– 20
Sandy Clay Loam	50– 80	0– 30	20– 30
Clay Loam	20– 50	20– 50	20– 30
Silty Clay Loam	0– 30	50– 80	20– 30
Sandy Clay	50– 70	0– 20	30– 50
Clay	0– 50	0– 50	30–100
Silty Clay	0– 20	50– 70	30– 50

Clay—Torpedo Gravel and Sand * (South Parks—Chicago)

One of the most commonly used surfacings in this classification is a clay-sand-gravel combination. This surfacing is used in several large cities on both school and park playgrounds, and wherever used is considered fairly satisfactory. One of the large systems using this surface is the South Park Commission of Chicago who after twenty-five years of experimentation have adopted the following specifications for their playgrounds:

"A layer of yellow clay 4" deep is laid on the

* For comments on this type of surface, see end of report.

area to be surfaced and thoroughly rolled and compacted to the drainage grade desired; a topping of torpedo gravel and sand up to 3/16" dimension is then laid loose about one stone deep on top of the clay. Two applications per year of calcium chloride crystals are sprinkled over the surface to absorb atmosphere moisture and keep the ground free from dust."

Mr. V. K. Brown, Superintendent of Playgrounds and Sports for the South Park Commission, says about this surface: "This type of surface has several advantages. It is springy under foot, and yet it has a granular texture on the surface to provide secure footing. With the calcium chloride it remains free from dust and what dust does flow up from it is not sharp and cutting if it gets into the eye of a child, as cinders, for example, would be. The appearance is pleasing. The children's hands and bodies do not show black where they have become soiled with contact with such a surface. The color does not attract heat as a black surface does—it remains cool and attractive even on a hot day and consequently does not mar the general landscaping effect in a park which makes some pretension to beauty of appearance."

The success of this surface seems to depend to a great extent on the texture of the clay used. Analysis shows that a clay with a content of about 30% sand is the most satisfactory. In the preceding soil chart this type of clay is classified as Clay Loam.

Loam † (Cincinnati)

The following surface has proved "most satisfactory in Cincinnati": The existing surface is plowed deeply and material is removed to a sub-grade parallel to and eight inches below the proposed finished surface and having a distinct slope at all points toward subdrains. The sub-grade is rolled. The surface consists of eight inches of sandy top soil. Roots, sticks and other undesirable material, including stones over 1½ inches in diameter, are removed from the soil as it is spread. Top soil is spread as fast as it is delivered, and it must be leveled the day on which it arrives at the area. After being spread and smoothed, the area is rolled to compact the soil and brought to an accurate grade. Calcium chloride is then applied in flake form at the rate of two pounds per square yard.

Agricultural Slag †

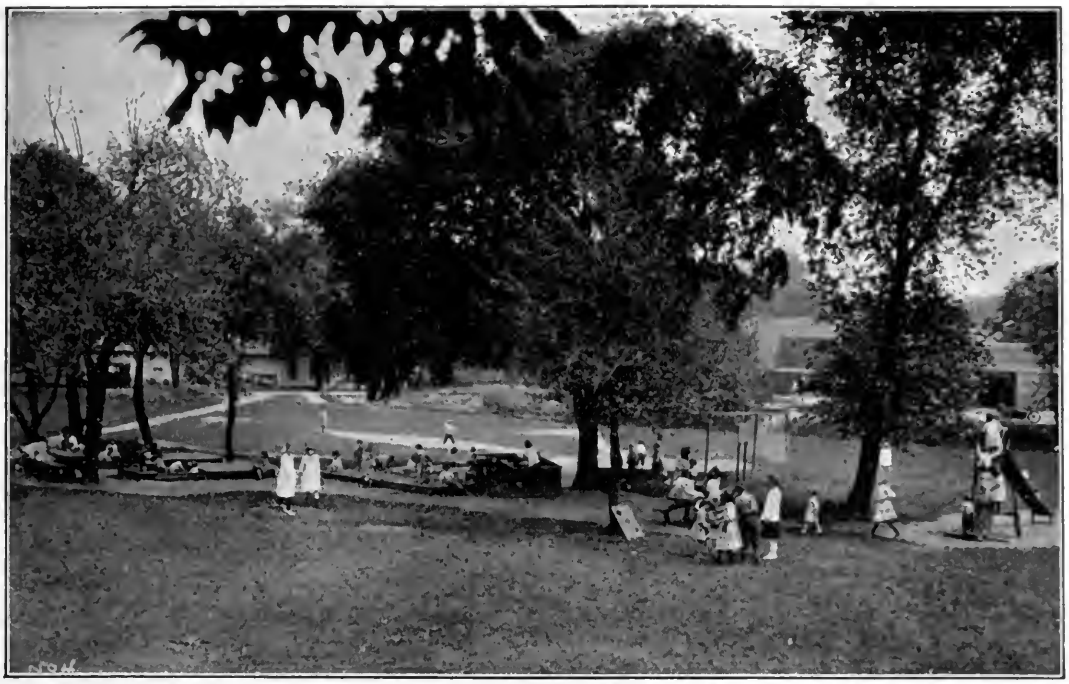
A number of cities which may readily obtain slag are using this for the playground surface. The National Slag Association recommends the use of the material as follows:

"For playground work we recommend mixing Agricultural Slag with the natural soil of the field in the proportion of approximately 50% Agricultural Slag to a depth of four inches or more. For best results the slag and soil must be mixed thoroughly. This method of construction makes a surface layer which will temporarily absorb a heavy rainfall; for best results there should be a sub-layer, about four inches in thickness, of Agricultural Slag, clean coarse cinders, or a mixture of cinders with Agricultural Slag with soil. In this way the water will not only be readily absorbed by the mixture of Agricultural Slag and topsoil, but it will also be carried off through the drainage layer, which should be constructed on a very slight grade. If sufficient funds are available, a system of tile drains should also be placed in this drainage layer to help carry off the excess water."

The slag referred to is known as Water-Cooled or Granulated Blast Furnace Slag and is also called Agricultural Slag. In some sections of the country, principally in the vicinity of Pittsburgh, this material is available in sizes ranging from ¼" down. The material is quite porous and when intermixed with soil or clay it greatly improves drainage conditions. Care should be taken not to use slag from copper furnaces since its metallic content makes it unsuitable for a playground surface. One large city which uses slag on a cinder base on its school playgrounds reports that it is not proving satisfactory. Better results might

It was agreed at the meeting of the Surfacing Committee in Toronto in October, 1931, that in view of the incomplete information at its disposal the divergent opinions as to the relative merits of different surfaces, the great variety of recently developed materials not fully tested by experience, the widely different surfacing problems in various parts of the country, and the inadequate cost data available, it was not in a position to make specific recommendations. The only opinion expressed by the group was to the effect that it is important on all playgrounds used intensively throughout the year, especially in connection with schools, that a part of the area be surfaced with materials, probably of a bituminous nature, which permit of play under all weather conditions. Further, it was agreed there would be value in compiling and publishing the information gathered by the Committee on materials and methods.

† For cost data, see "Surfacing Costs" at end of report.



This photograph showing a West Newton playground illustrates the difficulty of maintaining grass under apparatus and benches and in intensively used areas.

perhaps be secured if the slag were mixed with the soil as suggested above.

Other Surfaces

A number of California cities report the use of decomposed granite, a product which is apparently readily available at relatively small expense. Fresno, California, reports a natural sand-clay loam surface which is reported to be ideal for playground purposes since it dries rapidly after a rain and yet has sufficient clay to hold the sand. Glendale reports a sandy loam with some decomposed granite and clay.

Crushed Stone Surfaces

There is perhaps no type of special surfacing that is more widely used and is more open to just criticism than is crushed stone. Frequently playgrounds are covered with a layer of coarse, sharp stone which provides a loose surface on which it is difficult to play active games and which cuts and bruises children who fall on it. The use of hard sharp crushed stone as a top surface for playgrounds should be absolutely avoided. On the other hand certain types of stone, especially when a sufficient quantity of fine binding material is provided, are being used with satisfaction on the playgrounds in many cities.

Any attempt to classify all of the grades and sizes of crushed stone used with more or less success on playground surfacings would be a very lengthy job and probably of little value since the quality and texture of stone varies and there seems to be no definite standard for sizes of stone. The National Crushed Stone Association in Washington, D. C. reports that it has been striving for some time to secure uniformity in the commercial designation of stone but as yet this standardization has not been accomplished. However, it recommends that the following sizes be adopted as standard:

Nominal Size	Total Percent Passing Square Opening Sieves 3″	2″	1½″	1″	½″	#4	#8	#100
2″- 3″	90-100	0-15						
1″- 2″		90-100	35-70	0-15				
½″- 1″				90-100	0-15			
#4-½″					90-100	0-15	0-5	
0-#4						85-100		10-30

The following are specifications for three types of stone surfaces which have been reported as satisfactory:

Limestone Screenings * †

Many cities, among them Newark and Detroit, which have experimented with several kinds of surfacing material, are using limestone for playground surfaces. Among the advantages of limestone screenings are that they have good binding

* For comments on this type of surface, see end of report.
† For cost data, see "Surfacing Costs" at end of report.

qualities, forming a compact surface after being used, especially if sufficient fine screenings are provided, they are very porous, enabling a playground to be used almost immediately after a rain, and they form a surface which is very suitable for use when lighted at night. It is also suitable for year-round play and costs less than some other year-round surfaces. Objections have been raised that limestone is dusty, packs too hard and has a glare in the sunlight. Dust is eliminated by the use of calcium chloride which also darkens the surface thereby tending to reduce the glare.

The following specifications of the Limestone Products Corporation of America are used in Newark, New Jersey:

Preparation of Ground: All grass, weeds, stones, humus material shall be removed and ground thoroughly rolled, after excavating playground to desired contour and three inches below grade of proposed new finished surface.

First Course: Apply two inches of "Lime Crest" No. 8 uniformly over sub-grade surface, wet and roll with a suitable roller until no waves appear in front of roller—finished grade of this course shall parallel finished grade of the finished course. This course shall be wet before the second course is applied.

Second Course: This course shall consist of one inch "Lime Crest" No. 8 spread evenly over first course and shall be rolled with a suitable roller and wet between rollings until no waves appear and a smooth compact surface is attained.

Third Course: Calcium Chloride shall be spread evenly over the entire surface, 1¼ lbs. per square yard.

Fourth Course: ¼ lb. Calcium Chloride per square yard, shall be spread evenly over entire surface, 30 to 60 days after applying the third course.

Note No. 1: "Lime Crest" No. 8 shall not be applied during freezing weather or at any time when there is frost on the ground.

Note No. 2: One ton of "Lime Crest" No. 8 spread three inches thick, will cover 80 square feet in area.

Note No. 3: Avoid flushing when wetting, apply water by either sprinkling or spraying.

Because of local soil or drainage conditions it is often necessary to provide under the limestone screenings a layer of cinders or other materials to assist in carrying off the surface water. In Detroit, for example, a sub-base consisting of three inches of cinders is usually laid. Furthermore a layer of sharp coarse sand, one-eighth inch in thickness, is applied as the final course.

On the school playgrounds in St. Louis a five inch foundation of clean cinders is spread evenly over the entire area, rolled repeatedly with a heavy roller until the entire surface is even, and thoroughly compacted. On top of this is spread a light coat of one-half inch clean, yellow clay, which is rolled into the cinders to fill up the interstices of the cinder foundation. On top of this are spread two inches of limestone screenings followed by one inch of limestone dust, to be thoroughly wet with a hose and repeatedly rolled. All uneven places which may be developed by reason of wetting and rolling should be immediately corrected and the entire surface left smooth and hard. This type of surface has given a high degree of satisfaction on intensively used playgrounds throughout most of the year.

Limestone and Gravel † (Cincinnati)

The contractor shall neatly grade and smooth the area by removing humps and filling depressions and washouts, then rolling to obtain a neatly graded surface of well compacted material.

The subgrade shall then be loosened to a depth of one-half inch to three-quarters inch, just before spreading the binding gravel. This binding gravel shall consist of bank gravel screened of all particles over one-half in diameter mixed with a sufficient amount of limestone screening to give the proper binding qualities. The exact proportions of gravel and limestone screenings cannot be given but will approximate one part limestone dust to two parts gravel.

This material shall be spread to a depth which after rolling will be approximately four inches. Rolling shall be done only when the gravel is sufficiently moist to compact. If in the opinion of the Engineer, the gravel contains an insufficient amount of binder, the contractor shall loosen the surface of the gravel and mix into it the deficiency. Any area thus disturbed shall be rerolled and the whole left in a thoroughly satisfactory condition. The roller may be any type of light weight self-propelled roller.

Rock Screenings † (Wilkes-Barre)

Rock screenings can be obtained from any stone crusher that is crushing stone for highway construction or railroad ballast. It should be laboratory tested to show a content of 15 to 25 per cent shale for binding qualities. Less than 15 per cent will not do and 25 per cent is preferable. From 50 to 65 per cent should be screenings one-half to one-quarter inch in size. The balance should be of finer sizes and shale.

It is best to put on a subsurface of ordinary cinders after grading. The cinders should be wet and rolled to a uniform thickness of two inches.

† For cost data, see "Surfacing Costs" at end of report.

The rock screenings should then be spread to a depth of three inches over the cinders taking care that there is an even distribution of coarse and fine screenings. The screenings should then be thoroughly sprinkled and rolled with a ten-ton roller. When dry the surface should be wet and rolled again. It is best if this process is repeated three times.

Bituminous Surfaces

The use of bituminous materials for surfacing playground areas has extended rapidly during the last few years and indications point to an even greater use in the future, especially on small intensively used playgrounds and on tennis, handball and other special game courts. Among the reasons why bituminous surfaces are being increasingly used are the following (some of them also apply to concrete surfaces):

They can be played upon throughout the year.

They can be used immediately after a rain.

The expense of maintaining them is negligible.

Cracks or depressions occurring in the surface may be patched or repaired.

At Lincoln Road Playground in Prospect Park, Brooklyn, loose stone is used on the small children's play area.

They can be played on with any kind of shoes.

They afford an even surface suitable for many types of games and activities.

They permit faster and more accurate play than clay and other surfaces unless the latter receive continuous maintenance.

Permanent lines marking the boundaries of various game areas may be painted on them.

Objections are sometimes raised to the use of bituminous materials on the grounds that they are abrasive, non-resilient, dirty, absorbent of heat and unpopular. The fact that the opposite arguments are also offered in their favor indicates the wide difference between the various types of bituminous surfaces. Since their use is likely to become more widespread, it is imiportant that the relative merits and disadvantages of the different kinds be given careful study. Opinions differ as to the relative merits of these methods, but it is believed that the general comments and specifications presented in this report will be of value. Sufficient data is not available at present to enable the committee to make any specific recommendations at this time.

Among the many types of bituminous surfaces reported in use on play areas are cut-back tar mixed with limestone chips, hot-mix asphalt, rock asphalt (laid cold), cork asphalt, sawdust and asphalt, asphaltic oil with stone chips and spruce shavings, and such patented materials as Bitumuls, Colas, Tarvialithic, Tarmac, Westphalt A and Amiesite. For the most part these materials are laid on a base of cinders or crushed stone several inches in thickness. Sometimes they are superimposed on a base of concrete in which case the cost is, of course, considerably greater. In some cases the materials are mixed at the factory whereas in others the mixing is done on the job. There is a great variety in the contents of the different surfaces and in the methods of mixing and laying them. In the case of sheet asphalt, for example, the materials are generally mixed hot at or near the job—in the penetration method, hot asphalt cement is poured over a prepared base. Anyone contemplating the use of bituminous materials should consult representatives of companies handling them, and also persons who have used such materials. By consulting local sources it may be possible to obtain valuable information as to prices and suitability of materials for a specific area.

The advantage of using factory mixed materials is that they are likely to be of more uniform quality than when prepared on the job. On the other hand, the cost of shipping the materials from the plant to the job often adds greatly to

the construction cost. There is considerable difference of opinion as to whether the additional cost of laying cold-mix or rock asphalt as compared with hot-mix is justified by more satisfactory results. It has been pointed out that porous asphalt surfaces do not absorb the heat nor become hot in summer as readily as smooth surfaces. On the other hand, if the surfaced area is to be flooded for skating in the winter, it is necessary to use a seal coat in order to retain the water.

Perhaps the cheapest asphaltic surface is obtained by simply treating a gravel or sand-clay area with asphaltic oil on top of which is added pea gravel, stone chips or sand. It is generally necessary to retreat this surface annually but after several treatments a more lasting surface is built up. This method is not recommended for general use because without providing for adequate subdrainage it is difficult to maintain a satisfactory surface.

The subject of surfacing is only one of the many technical problems which school, park and recreation officials must face in laying out playgrounds, athletic fields and other play areas. The amount of space for game courts, their construction and maintenance, the question of supplies and equipment, are a few of the subjects on which officials must be informed. All of these are discussed in a book entitled "Play Areas—Their Design and Equipment," copies of which may be secured from the National Recreation Association at $2.50.

"Penetration" Surfaces †

The same general method, known as "penetration" is used with considerable success by applying asphaltic oil or hot asphalt cement to a specially prepared base. The base generally consists of about six inches of cinders, thoroughly rolled, on which is a wearing surface of about two inches of crushed rock gravel or limestone aggregate. After the asphaltic binder has been applied, a thin layer of fine stone is generally added to fill the voids and if desired a seal coat is applied which is later covered with a thin layer of sand. The use of torpedo sand is common because it is less abrasive than many other materials.

Tarmac * (Milwaukee)

Typical of the surfaces in which the penetration method is used is that adopted by the school authorities in Milwaukee. Reports from several sources indicate that it is proving highly satisfactory. The specifications used are given here because much of the detail is equally applicable in the case of other kinds of surfaces.

Details of Specifications

Precautions:

The contractor is to take all precautions necessary to protect existing shrubbery, fencing, concrete work and building from damage by roller, and while various tar coats are being applied. The contractor is to be held responsible for any damage to existing School Board property and replacement charges to be held against the contractor.

Surfacing:

The surfacing shall be done as follows, except service drive as shown, where the stone shall be eight (8) inches thick:

Materials:

Playground Surfacing

(1) *Stone Aggregate.* The aggregate of the surface shall be clean, tough, durable limestone, uniform in quality and graduation, free from dust, clay or other foreign matter, and free from thin, flat or elongated pieces. It shall be graded so that not less than 95% will pass through a 1½" screen or more than 10% pass through a No. 4 screen.

(2) *Pea Gravel, Torpedo Sand, and Mason Sand.* These materials shall be clean and of uniform quality, equal to the samples of these materials on file in the office of the City Purchasing Agent.

(3) *Bituminous Binder.* This material shall conform with specifications #5 for Heavy Tar Bituminous Road Binder as on file in the office of the City Purchasing Agent. (Tarmac "T").

(4) *Bituminous Seal Coat.* This shall conform with specifications #4 for Medium Tar Bituminous Road Surfacing material as on file in the office of the City Purchasing Agent. (Tarmac "A").

(5) *Cinders.* Cinders used in preparation of subgrade shall be coarse, thoroughly vitrified, free from ashes, dust, or other deleterious matter.

Methods:

(1) *Subgrate* Note: The subgrade of the playground has been rough graded. The playground area to be surfaced shall be brought to a true grade six (6) inches below the finished grade. The entire subgrade shall be rolled with a power roller weighing not less than five (5) tons until well compacted and shaped to a true grade. The contractor shall supply fill if needed or remove any excess ground from the premises.

On the subgrade shall be spread clean, coarse, steam cinders to produce a layer three (3) inches thick after thorough rolling with a five-ton roller. Rolling shall continue until the cinders do not form a wave before the roller and during rolling the cinders shall be kept wet.

(2) *Coarse Aggregate.* Upon the foundation constructed as described in the foregoing, the stone aggregate of the wearing surface shall be spread to a uniform

* For comments on this type of surface, see end of report.
† For cost data, see "Surfacing Costs" at end of report.

grade and cross section and in sufficient quantity to compact to three (3) inches after final rolling.

(3) *First Rolling.* The stone aggregate for the wearing surface shall be dry rolled with a power roller weighing not less than five (5) tons. Rolling shall begin on one side of the grounds and continue toward the other side, the path of the roller each time being parallel to the preceding path and the wheels each time overlapping the preceding track by one-half the width of the wheel. Rolling shall be just sufficient to key the stone.

Any inequalities in the surface after rolling shall be corrected by the addition or removal of stone as required. In filling low spots, the rolled stone shall be loosened with shovels or rakes and the necessary stone added. Any parts of the surface containing dirty stone or an excess of fine material which would prevent complete penetration of the binder shall be removed and replaced with clean stone uniform in size with the surrounding stone. All parts of the surface in which the stone has been disturbed shall be re-rolled until uniform with the surrounding stone.

(4) *Application of Binder.* The bituminous binder shall be applied only when the wearing surface stone is thoroughly dry and when the atmospheric temperature is not less than 50° Fahrenheit.

On the stone wearing surface the bituminous binder, heated to a temperature of not less than 225° Fahrenheit or more than 275° Fahrenheit, shall be applied at a pressure of 15 to 30 pounds by a hand nozzle and hose attached to auto pressure distributors, at a uniform rate of one and four tenth (1.4) to one and six tenths (1.6) gallons per square yard. The truck distributing the binder shall, as much as possible, be kept off the playground surface.

(5) *Application of Pea Gravel.* Immediately after the application of the bituminous binder, Pea Gravel shall be spread over the surface in sufficient quantity to fill the voids between the larger stones. Spreading of the Pea Gravel shall be done by casting with shovels, and delivery trucks shall not go on the tarred surface. Only sufficient Pea Gravel shall be spread to fill the voids and prevent the bituminous binder from sticking to the roller. Should the distributor have cut ruts in the stone, care shall be taken that they are not covered with pea gravel more heavily than the surrounding surface.

(6) *Second Rolling.* Immediately after the Pea Gravel has been spread, the surface shall be rolled with a power roller weighing not more than two and one-half (2½) tons. Rolling shall begin at one side of the grounds and continue toward the other side, the path of the roller each time being parallel to the preceding path and the wheels each time overlapping the preceding track by two-thirds (2/3) the width of the roller wheel. Scattering Pea Gravel shall continue during rolling until the voids are completely filled but no excess of Pea Gravel shall remain on the surface. Rolling shall continue until the wearing course is completely compacted and presents a smooth even surface.

(7) *Application of Seal Coat.* The bituminous seal coat shall be applied at a rate of twenty-five one-hundredths (0.25) to thirty-five one-hundredths (0.35) gallon per square yard at the same temperature, pressure, and by the same method and with the same precautions used in the application of the bituminous binder shall be applied on the surface after the rolling of the Pea Gravel.

(8) *Application of Torpedo Sand.* Immediately after the application of the seal coat Torpedo Sand shall be uniformly spread over the surface so that all voids are filled and all excess tar absorbed.

(9) *Rolling.* After the spreading of the Torpedo Sand, the surface shall be rolled in the same manner specified for the second rolling. Rolling shall continue until the surface shall be uniform, free from ruts or irregularities in contour, true to the established grade and shall present a smooth surface.

The contractor shall have in readiness a power roller of the size specified, and roll the surfaces as specified before the bituminous binder or seal coat becomes hard and brittle.

(10) *Second Seal Coat.* The playground surface shall be allowed to "set up" for at least seventy-two (72) hours of dry weather, all loose sand brushed off, and then a second application of the bituminous seal coat shall be made at the rate of two-tenths (0.2) to three-tenths (0.3) gallon per square yard in the manner and with the same precautions previously used.

(11) *Second Application of Sand.* Immediately after the application of the second seal coat Mason Sand shall be uniformly spread over the surface of the playground to a depth of one-eighth (⅛) inch.

(12) *Final Rolling.* After spreading of the sand the playground shall be rolled in the same manner previously specified with the two and one-half (2½) ton roller.

Cushion Surfaces

Another adaptation of this method which has been developed after considerable experimentation and which has been commended by several recreation leaders on the Pacific Coast is that devised by the school authorities in Santa Monica.*† The use of sawdust in the final surface gives a resilience which has gained for it the name of "cushion surfacing." The following specifications cover the steps to be taken after the subgrade has been completed, wetted and heavily rolled:

Thoroughly cover this surface with a layer of crushed rock (approximately eight pounds to the square foot), that will pass a 2″ mesh screen and retain on a ¾″ mesh screen. This rock is then wetted, rolled, and forced into the surface about one-third its diameter, presenting a solid uniform surface.

Upon this surface spray Crosco asphaltic oil (or equal) at the rate of not less than ¾ gallon of oil per square yard of surface at a temperature of between 350°F. to 485° F. The oil must be applied with a pneumatic pressure spraying machine using the header or the hose and nozzle attachment. Then roll with a wet roller.

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* For comments on this type of surface, see end of report.
† For cost data, see "Surfacing Costs" at end of report.

Upon this surface spread a layer of crushed rock (approximately two pounds to the square foot) that will pass a ½" mesh screen and free from dust sufficient to fill all large voids and thinly cover the two inch rock. If any depressions show at this stage of the work, they shall be made true by the application of additional oil and rock. This surface is then rolled as smooth as the crushed rock will permit and true to cross section.

This surface is then sprayed with Panco-2-C asphaltic oil, (or equal) at the rate of about ¾ gallon per square yard of surface or sufficient to fill all voids and having a true oil surface. This must be applied with hose and nozzle especially arranged so as to draw the oil from as close to the power pump as possible and a by-pass valve arranged on the shortest possible return to the tank sump. This must be done to avoid excessive cooling which results in the freezing of the heavy oil in the hose. As soon as the oil sprayer has passed, and while the oil is hot, spread surface with spruce shavings or sawdust free from Redwood, fine dust, or large pieces which will not pass through a ¼" mesh screen, using a scoop shovel and being sure to thoroughly cover the hot oil. Immediately roll with a 400 pound roller forcing as much sawdust into the oil as possible.

Important Suggestions

The spreading of sawdust and rolling should be done immediately, that is, while the oil is still hot, because only then can the sawdust be easily forced into the hot oil.

These specifications will insure a uniform one inch surfacing and will withstand the traffic of any weight pneumatic tired delivery truck.

The method tried with much success in Indianapolis differs from that in Santa Monica primarily in that the first layers are of rock and stone chips that have been coated with asphalt whereas in the latter city the rock is sprayed with asphaltic oil. The surface is also covered with mineral coloring.

The following are the specifications used in Indianapolis.*†

Crushed Rock Surface

After the subgrade has been accepted the surface is to be covered with a layer of immersed crushed rock at the rate of approximately one hundred and fifty (150) pounds to the square yard. (The rock is to pass a two inch (2") mesh screen and be retained on a three-quarter (¾") mesh screen. The rock is to be coated with asphalt, using the mechanical immersing process). The rock is to be forced by the roller into the subgrade, it then shall present a solid uniform surface and any irregularities developed must be corrected with additional immersed crushed rock and rolled until a uniform surface is attained.

Crushed Stone Chips

After the crushed rock surface has been accepted a layer of immersed stone chips at the rate of twenty (20) pounds to the square yard is to be applied (the chips to pass a one-quarter (¼") mesh screen and be free from dust. The chips are to be coated with asphalt, using the mechanical immersing process). The chips are to be forced by the roller into the large voids and thinly covering the two (2") crushed rock, any irregularities developed must be corrected with additional immersed chips and rolled until a uniform surface is attained and the surface true to cross section.

Saw Dust Surface

After the crushed stone chips surface has been accepted there shall be applied fifteen hundredths (.15) of a gallon of emulsified asphalt with an approved pneumatic pressure method, immediately after application and before the emulsion breaks it shall be covered with sufficient ground spruce shavings, or saw dust, free from red wood, fine dust, or large pieces which will not pass through a one-quarter (¼") inch mesh screen, to prevent picking up when rolled, the entire surface is then to be rolled and swept. The last operation shall be continued until all the voids in the chips are filled and a smooth and uniform coating is attained. At least four (4) complete rollings, over a period of one day shall be carried on before this coating shall be accepted.

This surface shall then be water moistened until all saw dust particles are moistened, then immediately there shall be by pneumatic power pressure twenty-five hundredths (.25) gallons per yard of emulsified asphalt applied. The entire surface shall then be rolled at least four times (4) over a period of one day half of the rollings one way and half the other alternating. The surface shall then be swept broom clean and afterwards given two (2) complete rollings one each way.

Final Color Coating

Upon the prepared surface spread an approved mineral coloring (color selected by owner) in an approved manner so that the entire surface is uniformly covered. Then roll at least four (4) times alternating the rollings.

Asphalt and Sawdust * † (Tampa)

Another method used in Tampa and other southern cities with success consists also of a sawdust surfacing. It provides for a priming coat of oil to serve as a binder between the base and the sawdust surface. Tampa uses the following specifications:

Curb: We build a concrete curb 4 inches in width and 12 inches in depth to surround the hard-surface area.

Base: A base, 3 inches thick when compacted, of either Ocala rock (limestone) or rock screenings, is laid. This base is made to the contour which the top surface will have. It is thoroughly wet and rolled so that the surface is even and smooth. After 48 hours of drying, the base is primed with oil (usually crank-case oil) and this priming serves as a bond between the base and the sawdust cushion surface.

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* For comments on this type of surface, see end of report.
† For cost data, see "Surfacing Costs" at end of report.

A Cosmopolitan Orchestra

Such community orchestras as this in Bloomfield give a chance for satisfaction and expression to everybody with any musical talent.

The butcher, the baker, the candlestickmaker enjoy participation in a community symphony orchestra.

PLAYING to an audience of five hundred, the Bloomfield, New Jersey, Symphony Orchestra of sixty-four pieces with Walter Kurkewicz conducting, gave its first program May 26th. Thus another orchestra was added to the steadily growing number sponsored by municipal recreation agencies.

The Bloomfield orchestra was initiated by C. A. Emmons, Jr., director of recreation, and his assistant, Miss Ruby Oscarson. It is a further step in the process of rounding out the soundly developing recreation program in this cosmopolitan modern New Jersey community.

The organization is a cross section of the life of the community, its personnel including four salesmen, three mechanics, two carpenters, six clerks, two plumbers, two bank tellers, a housewife, four teachers, a veterinary, a tool maker, a stenographer, a chemist, a teamster, a gardener, eighteen high school students, a coffee importer, four college students, two masons, a janitor, and Miss Oscarson herself who plays the 'cello.

Charles H. Demarest, Mayor of Bloomfield; Harold H. Phillips, President of the Recreation Commission; Councilman William Huck, Jr., and J. W. Faust, district representative of the National Recreation Association, spoke briefly during the intermission in the program. The city administration heartily supports the recreation commission, whose members, besides Messrs. Phillips and Huck, are as follows: Edgar S. Stover, vice-president; Arthur V. Talmage, secretary-treasurer, and Frank L. Fisher.

The program at this initial concert was as follows: *Grand American Fantasia* by Theo. Bendix; *Unfinished Symphony* by F. Schubert; *Celebrated Minuet* by L. Boccherini; *L'Arlesienne* by Georges Bizet; *Symphony No.* 5 by Tschaikowsky; *Liebestraum* by Franz Liszt, and the *Poet and Peasant Overture* by F. von Suppe.

In a letter of congratulation to Mr. Emmons, A. D. Zanzig, director of the music service of the National Recreation Association, made this statement: "It is a great thing to have a civic orchestra at any time, but it is a superb accomplishment to have started so very promising a one in these times. I can imagine a very much depressed individual saying to a man of your stamp, 'These are terrible times, and there is no telling what catastrophies are about to fall upon us. What shall

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Park Recreation Areas in the United States

Five years of growth for America's Parks

THE publication of "Park Recreation Areas in the United States" is of special interest and value at this time because of the unusual contribution which parks are able to make in the present period of unemployment. So many people are unable to afford the commercial types of recreation that they are increasingly depending upon parks and other public play areas for their recreation with the result that in many cities park facilities and programs are serving larger numbers than ever before. Moreover, parks are affording great opportunities for the employment of relief labor which in many cities is being used in improving and equipping park properties.

Perhaps the most striking an encouraging figures relate to the amount of municipal park acreage in the United States and also to the growth in park acreage since the study conducted in 1925 and 1926. The present report records a total of nearly 309,000 acres of parks in 898 municipalities. The total amount reported in the earlier study which covered almost the same number of cities was 238,000 acres. Since some 250 communities which reported in the earlier study failed to submit reports for 1930, it can be fairly estimated that the municipal park acreage in towns and cities of more than 5,000 population is at least 350,000 acres.

Courtesy Seattle Park Department

The estimated park acreage in cities of over 5,000 is not less than 350,000 acres.

Developments in Past Five Years

A comparison of the present acreage in the 534 municipalities which submitted reports in both the present and the earlier study indicates that their acreage in 1930 was more than thirty-eight per cent greater than it was five years previous. This indicates remarkable progress in park acquisition during this brief period. On the other hand, the lack of appreciation of the importance of parks in many communities is evident by their very meager park acreage. One hundred and seventy-four municipalities reported that they do not own a single park. It is encouraging to note that sixty cities of 25,000 or over now own one or more acres of parks for each 100 of their population. Although some of the park land in a number of these cities is outside the city limits, the fact that so many cities have acquired this acreage indicates the practicability of the standard of one acre of parks and playgrounds to each 100 people.

In 1925 and 1926 the National Recreation Association, at the request of the National Conference on Outdoor Recreation, made a study of municipal and county parks in the United States. The publications coming from the study proved to be of such interest that in 1930 the Bureau of Labor Statistics, U. S. Department of Labor, and the National Recreation Association cooperated in gathering additional data to determine the progress made in the past five years. The findings appear in Bulletin No. 565, copies of which may be secured from the Bureau of Labor Statistics, Washington, D. C., or from the N. R. A.

Recreation Facilities

In view of the increasing importance of recreation facilities and activities in parks, the sections of the report relating to recreation should be of special interest to park leaders. Detailed examples are given of park facilities and activities in a number of cities and the total number of facilities and activities of the cities reporting is also summarized. A tremendous increase is noted in the number of baseball diamonds, golf courses, tennis courts, swimming facilities, ice skating rinks and many other facilities. Especially notable is the increase in facilities for outdoor winter use. Among the most popular activities are found to be children's play under leadership, band concerts, athletic leagues, water sports, holiday celebrations, winter sports and pageants.

Construction and Maintenance

Especially impressive are the figures relating to several types of construction and maintenance service performed by park departments. Nearly 500,000 trees were reported planted by park authorities in 364 cities in 1930. More than 800,000 shrubs were planted, nearly 3,500,000 bulbs were set out and the total number of plants reported set out during the year in 214 cities was 5,500,000. More than 5,000 acres were reported graded in 185 cities, nearly 1,000 miles of roads were constructed in 116 cities and 53 cities reported a total of 293 miles of parkways and boulevards constructed during the year. Nearly 1,000,000 trees were trimmed and a greater number were reported sprayed by park authorities. These few figures indicate the great contribution which park leaders are making to the creation and maintenance of beauty in American cities.

Expenditures

Information concerning park expenditures was submitted by 750 cities, 704 of them reported their total park expenditures for 1930 to be some $96,000,000. Approximately forty per cent of this amount was spent for salaries and wages. Four hundred sixteen cities reported their park expenditures for land, buildings and improvements for the five year period 1926-1930 and the total amount was nearly $200,000,000. Bond issues voted during the same period in 148 cities amount to $153,000,000. These figures all indicate the importance which parks play in municipal financial planning. Figures based on the study have also been compiled relating to the per capita expenditures for parks in cities of varying population groups. Likewise, a study has been made of the sources of park funds.

Other Facts of Interest

Among other items included in the report are the number and acreage of municipal park properties located outside the city limits. One hundred eighty-five cities reported a total of 380 such parks with a total area of nearly 90,000 acres. Types of park properties are also classified. Figures indicate that there is a marked need for additional children's playgrounds and neighborhood playfield parks. Large parks comprise more than 115,000 acres or considerably more than one-third of the total park acreage and areas of the reservation or forest park type cover more than

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Playground Drama Through the Institute

"Little Jane Patchwork"

Playground drama, to be successful, calls for certain essentials. Among them are a real interest and a willingness to work hard.

THE success of the institute as a means of introducing more drama in the playground program was demonstrated in Brooklyn this spring with effective results. The drama course was included in an institute covering dancing, music and other phases of playground activities. All Brooklyn playground directors attended the ten lectures and not a little of the success of the project was due to the fact that attendance was compulsory. The Supervisor of Recreation, Mr. John J. Downing, and his staff were present at every lecture and lent their enthusiastic support to the class.

All phases of production of plays for children between ten and fourteen years were discussed. When the course was half finished Mr. Downing announced that every director present would be expected to put a play into rehearsal immediately so that the production methods learned in the weekly classes might be applied at once. At the conclusion of the course a festival of nine plays was produced. All playgrounds could not be represented on this occasion but the fourteen playgrounds not represented were later visited by Mabel Foote Hobbs, drama consultant of the National Recreation Association, who conducted the institute. Twenty-three playgrounds produced plays and in many cases this was the beginning of a summer drama program. Plans are now being made to build a miniature theatre in one of the largest of the shelter houses, one so situated that a number of neighboring playgrounds can use it. When the little theatre is completed the directors will be given an additional lecture and demonstration showing simple, inexpensive methods of putting up draperies and using lights. There is every indication that within a few years Brooklyn will have one of the best organized children's playground theatres in the country.

The secret of the institute's success was the supervisor's keen interest and his determination to introduce drama on a sound technical basis. This parallels the situation found in the public schools. Where the principal is drama minded, there is a strong, successful drama program. In other schools where the attitude is one of indifference to production methods but of insistence that somehow plays be given, there are sure to be found over-worked teachers putting on poor little plays which have cost them an immense amount of time and trouble.

Drama Wins Its Way

The Brooklyn institute presented all the problems that are usually met with in attempting to put drama on the playground. The directors were a typical group of experienced workers and the

methods used, which made the tournament such a marked success, might be employed with any group anywhere. Most playground directors are inclined to be hesitant when drama is suggested. They are doubtful of their own ability; they dread the hard work envolved in entering a field that is foreign to most of them. It is almost necessary to make attendance at lectures a requirement and to insist that a play be produced by every director. After that it is no longer necessary to speak of the value of drama on the playground. For after the first play has been produced the directors are so thoroughly convinced of the children's happiness in participating, and they themselves experience such satisfaction in bringing about a good production, that they will invariably be willing to make almost any sacrifice to carry on the work. Given this one opportunity the children will "sell" drama to the director.

The children's contribution cannot be overestimated. They give far more than they receive in their first play, if it is produced along correct technical lines. They give the director confidence in herself and in them. To the children it is just another outlet for their energies. They approach it with the same eagerness and fearlessness with which they undertake any of their other activities. They bring their courage and their wealth of talents to their director. If she has the knowledge that will enable her to use these gifts, she is indeed poor in spirit who is not thrilled with the results and anxious to go on. The festival of plays which the Brooklyn children presented was captivating in the fresh spontaneity, the poise and composure of the little actors and the cooperation and sense of responsibility toward their director and their group that were exhibited.

And when the nine little plays were presented in the Picnic House in Prospect Park at the close of the institute it was demonstrated most interestingly that the average playground director, given the necessary technical information, has sufficient ingenuity to produce a creditable first play. One director made an attractive outdoor set by covering hat racks with strips of green crepe paper. This simple devise made a cool woodland setting for Virginia Olcott's "Little Jane Patchwork." The children helped make the scenery and found a rightful pride in this bit of stage craft. "Can't you just smell the pine trees?" an imaginative little scenewright asked a visitor.

A great advantage in introducing drama through the institute is that it enables all playgrounds to begin play production at the same time and on the most efficient basis. A series of classes demonstrating the shortest, easiest and best methods that an experienced drama director has worked out, will save an immense amount of hard work and discouragement. Without some instruction the amateur director is almost doomed to failure; with it, her work is simple and successful.

Another valuable feature of the institute as it was conducted in Brooklyn was the opportunity afforded each director to receive criticism of her production on her own grounds where practical suggestions for adapting her particular facilities could be made. This follow-up service was given to fourteen directors who were unable to present their plays at the festival. Before Mrs. Hobbs' visits to the playgrounds, the children were prepared by their directors to accept her criticism and at the conclusion of their little plays they gathered around, eager to hear of their mistakes and to learn how they might be corrected. They took adverse

Technical instruction plus ingenuity make a combination which can cope successfully with problems of setting and costumes.

"Pussy Cat, Pussy Cat, Where Have You Been?"

criticisms seriously but cheerfully and a little girl who happened to meet the consultant the day after her own playground had been visited, declared, "We got all those points you told us about. We're going to make it much more *expressive* when we give it on May Day!"

The directors themselves placed no limits on their efforts to have their plays as attractive as possible. No matter how tiny their shelter houses were, they managed to make little stages and even in the poorest districts they costumed the plays attractively. The best curtains and bed spreads that indulgent mothers could be persuaded to loan were in evidence as backdrops and curtains. One of the playgrounds presented "Darby and Joan" which calls for a house to shelter the little man and woman who appear to indicate changes in the weather. Enough discarded lumber was obtained from a motion picture house to build a snug little cottage which the children painted green. Even the men employed to work on the grounds took an interest in launching drama as bravely as possible. On one ground the men made flowers from discarded papers in which oranges are wrapped and these were arranged as footlights to mark the limits of the miniature stage. Odds and ends of old dresses and left over pieces of cloth as well as crepe paper made charming costumes. In all of the little productions nothing was allowed to be haphazard. Directors and children alike made the most of the simple things they had to work with.

The Value of Follow-Up Visits

While the institute sets the drama project in motion, the follow-up visits to the individual playgrounds are invaluable in insuring successful results. It only remains for the director to make drama as much an every day affair as any of the other playground activities. Then when the time comes to put on a playground entertainment, none of the various phases of playground life will suffer while everyone concentrates on the stupendous task of preparing a lone play. Play production will be so familiar to the children that it will be no effort to select, cast and rehearse a play for any occasion. As most of the plays recommended for playground use are short, the Brooklyn directors were advised to bear in mind that one play does not run long enough to bring an audience together for that alone. But as it takes a considerable number of rehearsals to prepare even a short play, she will be apt to forget that the actual playing time is ten to fifteen minutes and that an audience would be disappointed in finding the entertainment so brief. A more elaborate and satisfying program can be prepared by using demonstrations of other playground activities such as dancing, singing and tumbling. Thus a representative playground entertainment can be planned around the play, a larger number of children are able to display their favorite skills and the audience will feel satisfied in having made the effort to attend.

The following is a list of the plays that were produced on the various Brooklyn grounds: "The First Easter Egg," "The Three Bears," "The Adventures of Betty," "The First Easter Basket," "The Lover's Errand," "The Fairy and the Doll," "Pussy Cat," Little Jane Patchwork," "Pat and Mike," "The Princess' Birthday," "Resolutions of Any Child," "Once in a Hundred Years," "King Roughbeard and the Princess," "Chicken Little," "Any Child Helps the Baby Tree," "Eva's Back Yard," "The Sentimental Scarecrow," "Darby and Joan," "The Magic Basket," "The Love Nest," "Little Red Riding Hood," "May Magic."

NOTE: With August comes the problem of the closing event of the playground season which in a number of cities takes the form of a festival. The following festivals and pageants have all been successfully used for this purpose: *The Gifts,* which provides the background for the introduction of a demonstration of local play activities, an excellent means of interesting local residents in a city's recreation program; *Silver Bells and Cockle Shells,* by Marion Holbrook, combining verses, songs and dances and *The Magic Path,* by Elizabeth H. Hanley, a delightful fairy play for children.

If you have not as yet celebrated the Washington Bicentennial, which is to be extended through November, 1932, this summer offers an opportunity to produce *In the Hearts of His Countrymen,* by Marion Holbrook, the action of which follows the life of Washington through his boyhood and his career as general and president. This may be effectively used as a closing festival.

All of the publications mentioned may be secured at $.25 each from Community Drama Service, National Recreation Association.

Land Gifts for Recreational Use

Russell Gardens, Great Neck, N. Y.

"The adoption of a park and playground program frequently results in the donation of land for park purposes by public-spirited citizens, or by owners who see the advantage obtainable for their adjoining subdivisions."

The list of areas donated to communities, counties and states, is one which increases almost daily.

GIFTS of land for recreation use have played an important part in the development of park and playground systems in many American cities. The realization that such donated areas provide for all time, opportunities for wholesome recreational activities or for "peaceful enjoyment amid beautiful surroundings" has proved a great incentive to giving land for parks and playgrounds. While rendering a worthwhile service to the community, such a gift is likely to increase in value and usefulness with the passing years.

According to a study conducted two or three years ago, nearly one thousand communities have benefited by such gifts, the number of which exceeds three thousand. The importance and scope of these donated areas is appreciated when it is estimated that nearly one-third of the entire city park and playground acreage in the United States has been acquired through gift. The total donated area is approximately 80,000 acres and although the value of most of the properties has not been reported, less than one-third of the acreage is valued at nearly $100,000,000.

It is inevitable that such a great number of donated parks and playgrounds should include many sizes and types of properties and varying conditions of gifts, although in most cases the land is owned by the donor or purchased outright and turned over to the city; frequently the money for the park or playground is presented to the city. In some cases the owner improves and equips the land before it is donated; in others the gift includes funds for improvements by the city, whereas the gift generally consists of land alone. The types of areas vary from the city lot given for a small children's playground to the large outlying park or reservation. No section of the country can claim a majority of these donated areas which are found in every state.

In many cities the park system is largely or entirely due to gifts of public-spirited citizens. Among these cities are Council Bluffs, Iowa, LaCrosse, Wis., Beaumont, Texas, Boulder, Colorado and Raleigh, North Carolina. Gifts of park property have

played a large part in the development of park systems in such cities as Bridgeport, Waterbury and Hartford, Connecticut, Flint and Grand Rapids, Michigan, and Springfield, Massachusetts. All the playgrounds in Orange, New Jersey, are reported to have been acquired through gifts. Many of the parks in Wilmington, Delaware, are gifts to the city. Recently two very valuable areas have been received.

The few areas briefly described here have been made during recent years and are typical of the similar gifts to hundreds of communities. Although many gifts were made prior to 1900, there has been a marked increase both in number and acreage of donated parks and playgrounds with each succeeding decade of the twentieth century. In 1930, fifty-eight gifts of land for active recreation use alone were recorded, totalling 1,139.21 acres.

Adjoining the Leila arboretum in Battle Creek, Michigan, is an 80 acre tract crossed by a creek and dotted with woods, recently given to the city by W. I. Fell. This area is to be used as a natural park and playground for both summer and winter sports, with a series of lagoons providing facilities for skating and canoeing. Baseball diamonds with bleachers, tennis courts, children's playground, picnic center and open air theatre are among the proposed facilities. The park will be developed in harmony with the arboretum, and its hills, ravines, marshes, brooks and varied trees and native flora lend themselves to the creation of an area of unusual beauty. Mr. Fell was prompted to acquire this property by an address made by the Mayor in which he emphasized the need for added parks and playgrounds, especially in this part of the city.

Many gifts have been made as memorials to a member of the family, a public official or to a prominent citizen. An example of such a gift is the recently dedicated Louis A. Frothingham Memorial playground in North Easton, Massachusetts. This splendidly equipped area of 12 acres was presented to the town by Mrs. Frothingham in memory of her husband who, following his study at Harvard where he was leader in athletics, rendered effective public service in various positions of large responsibility. The design for the playground, prepared by the National Recreation Association, provides an athletic field with a quarter mile track, concrete grandstand, children's playground and many facilities for games and sports.

"Building American citizens and runing cotton mills to pay the expenses," was once the answer of Fuller E. Callaway of Legrange, Georgia, to the question of a stranger as to his occupation. Schools, churches, and recreation centers are among his gifts to the city of his birth. On June 15th the City Council accepted the Church Street park presented to the city in honor of Mr. Callaway by members of his family. The park consists of ten and a half acres containing beautifully landscaped areas, picnic grounds, tennis courts and playgrounds.

High Point, North

Courtesy Wilmington, Delaware, Board of Park Commissioners

Beautiful views in the forty-acre tract given the City of Wilmington, Delaware, in June, 1931, by Mr. Edward Bringhurst and his sister.

Carolina is another of the Southern cities which have recently benefited by the generosity of their citizens. David H. Blair, former United States Commissioner of Internal Revenue, and his family presented to the city a tract of 75 acres which is to be developed as a municipal recreation center. Plans provide for a nine-hole golf course with clubhouse, a playfield and a beautiful park. Dallas, Texas, which has acquired several parks through gift has recently been given a 176-acre park by Mr. Edwin J. Kiest, publisher of the Daily Times Herald of that city. Durham, North Carolina now has a municipal golf course, one of three properties recently given the city by a local capitalist, John Sprunt Hill. The other two gifts are Hillside Park for negroes comprising 15 acres with a swimming, wading pool and other facilities and a smaller area adjoining one of the negro schools.

Perhaps one of the outstanding recent park gifts is that of Miss Aline Barnsdall who gave the City of Los Angeles a beautiful landscaped site known as the "Mount of Olives," now called Barnsdall Park. A second gift of an adjacent site enlarged the park which is ideally adapted to its use as an art center under the City Playground and Recreation Department. Music, dancing, sketching and dramatic productions at the "Little Lattice" outdoor theater are features of the program at this center. A small children's playground located on a series of terraces under the olive trees and a wading pool of Aztec design are also provided.

Plans are also under consideration for a popular observatory to be erected in Oglebay Park, a beautiful area of farm and woodland given to the city of Wheeling, West Virginia, a few years ago under the will of the late Col. E. W. Oglebay. This splendid gift, the value of which is estimated between one and two million dollars, is providing a center for a varied program of recreational activities under the direction of the State University Extension Division and the city park authorities. The many fine buildings, gardens, roads and the miniature arboretum on the estate lend themselves admirably to park and recreation use. In addition to the usual types of active recreation, many unusual experiments in nature, art and cultural community activities are being conducted at the park.

A study of recreation areas in many cities reveals the fact that there is generally a greater deficiency in children's playgrounds and neighborhood playfields than in any other type of park. It is not surprising therefore to find that many citizens, recognizing this need, have given such areas to their communities. One recent gift of this type is Scott Playfield in Lansing, Michigan, presented to the city by Mr. R. H. Scott, president of the Reo Motor Car Company, and by Mrs. Scott. This ten-acre plot in a closely built section of the city was given under the condition that it be controlled by the Park Commission, be equipped and developed by the city and operated as a playground. The influence of such a gift, beyond the joy and recreation it brings to the people using it is suggested in an editorial comment: "The Scott playfield ought to be taken as the text of a larger idea. Henceforth no subdivision should be admitted to this or any other city that does not have in it provision for the playlife of children."

Among other recent playground gifts is the

Such scenes as this in South West Park in Wilmington, donated by a number of public-spirited citizens, make summer's heat bearable to city dwellers.

It would be difficult to imagine anything more beautiful than these falls in Enfield Falls State Park as they plunge from a height of 115 feet.

bequest of Dr. Ernst Herman Arnold of the Arnold Gymnasium in New Haven, Conn., providing for the purchase by the city of a playground in the most thickly congested district of the city. Mr. William Louden, who for 89 years has lived in Fairfield, Iowa, where he was brought by his parents when only a few months old, and who for many years has had an active interest in the playground movement, has left a permanent memorial through his gift of a playground to that city. Although turned over to the village several years ago, Edwin Gould Park and Playground in Dobbs Ferry, N. Y., named after the donor, is now being improved and made available for recreation use. The plans provide for an athletic field and children's playground on different levels and an attractive field house designed to serve both sections of the area.

Close to the church at which John Adams and John Quincy Adams worshipped in Quincy, Mass., lies a park and playground of twenty acres known as Faxon Field. This area was given to the city by Mr. Henry M. Faxon many years ago with the understanding that tide gates be built to control the flow of the tidal stream flowing through

the property and a system of drains be laid. These and many other improvements have been made and an athletic field, several tennis courts and a children's playground have been installed at Mr. Faxon's expense. During the past winter he employed a group of men in further filling and grading the area and in improving a grove which will serve primarily as a center for women and young children.

As a rule, land dedicated to public park or recreation use is turned over to the city, but sometimes the donor deems it advisable to retain title to the property or to place it in charge of a board of trustees. The splendid area of 107 acres known as Look Park, a gift to the people of the city of Northampton, Mass., from Mrs. Fannie B. Look, is held in trust by a self-perpetuating board, one of them to be the Mayor during his term of office. The natural beauty of this tract has been preserved in its development as a recreation center. Among the facilities in the park are a large swimming pool and bath house, athletic field, children's playground and a great variety of areas for games and sports. In addition to her gift of the land, Mrs. Look created a fund of $450,000 for the development and maintenance of the park.

Finding Satisfaction in Giving

The genuine satisfaction which has come to the donors of play areas through a realization of the service rendered by their gifts is suggested by the many instances where a person who has donated a park or playground has subsequently enlarged the area or made other gifts. There are probably few if any men who have had a part in providing more play areas than Mr. Nathan D. Bill of Springfield, Mass. Mr. Bill, who is an Honorary Member of the National Recreation Association, has made a hobby of building up the park system in his city and has donated several playgrounds and other recreation areas. Among the former are memorials to his mother, to his wife and to Mrs. Bills' father. Land was also contributed toward a municipal golf course and in 1930 Mr. Bill gave $10,000 toward the improvement of another recreation area which was purchased by the city and is to serve as a War Memorial. In addition to his many gifts of land, Mr. Bill has generously contributed toward the cost of equipping and improving them.

Few cities are as fortunate as Flint, Michigan, in having a citizen who contributes so largely on his time, effort and means as Mr. J. Dallas Dort, "Father of the Flint Park System." As a token of its appreciation of his services and gifts to the city, the Common Council on February 14, 1927 adopted an ordinance naming the park system of Flint the "Dort Memorial Park System." The successful efforts to create a park board by referendum in 1906 were largely due to Mr. Dort's initiative and the employment of Warren T. Manning to lay out a city wide park plan for Flint was arranged and financed by him. Several of the finest parks and playgrounds of the city were given by this prominent manufacturer and he has contributed generously toward their maintenance and improvement. Waterworks, Gilkey Brook, Oak, Dort School, Atwood and Burroughs are parks given in whole or in part by Mr. Dort who also presented the city with Hughes Playground. The influence of his gifts has been evident from the many other splendid donations to the city park system.

Wilmington, Delaware, is another city in which a majority of its park acreage has been acquired through gift, and here again one man, Mr. William P. Brancroft, has been the leading spirit. Appointed member of the original city Park Commission which was created in 1883 after strenuous opposition, Mr. Bancroft served continuously until 1928, a period of forty-five years. During this period he not only gave service of inestimable value to the parks of the city but his ten gifts of land represent nearly forty per cent of its present park area of more than 600 acres. A few other examples of repeated gifts are the following: Jacob D. Waddell of Niles, Ohio, recently added twenty-three acres to a previous gift of fifty-two acres for park purposes. Although much of the property will be developed as a natural park, part of the area will be used for baseball, picnics and other places of active recreation. Hon.

Lucius N. Littauer, of Gloversville, N. Y., an Honorary Member of the National Recreation Association, in 1928 presented to the city his second gift of a recreation area. It is primarily a large swimming center, known as the Littauer Swimming Pool, fully equipped and with an attractive landscape setting.

Probably no gift for park purposes has as great land value as the recent gift by John D. Rockefeller, Jr., to New York City. Under the terms of the gift the city receives a beautiful, partially wooded park of fifty-six acres bordering on Riverside Drive and with a commanding view of the Hudson and the Palisades. Within the borders of the park is to be erected at a cost of $3,000,000 to $4,000,000 a museum building to contain the collection of Gothic art of the Metropolitan Museum of Art. Fort Tryon of historic Revolution significance is within the park boundaries and it has been proposed that the area be called Tryon Park. The value of the land, its improvement and the cost of the museum is estimated to be $15,000,000.

Gifts for County and State Parks

Perhaps the outstanding development in the park movement during the last decade has been the remarkable growth in the number of counties providing one or more parks. According to a recent study more than sixty county parks have been acquired, at least in part, through gift, and the total donated area is reported to be in excess of 5,000 acres. As in the case of many city park systems, gifts of land for park purposes have greatly stimulated park service in several counties. In Wayne County, Michigan, for example, the initial impetus to establish a park system resulted from an offer of 162 acres, now known as Elizabeth Park, for park purposes. This gift was followed by two others and not only did these gifts result in the beginning of a park system in this metropolitan county, but they prompted the securing of more favorable state legislation relating to county parks. The first unit in the splendid Monroe County, New York, park system was Ellison Park of 210 acres, a gift of Mr. and Mrs. Frank T. Ellison in memory of Mr. Ellison's father. The Union County, New Jersey, Park Commission reports gifts of land exceeding $500,000 in value.

Parkways comprise an important feature of many county park systems and in acquiring land for these areas, many counties have been assisted by generous gifts. In Westchester County, New York, where property values are very high, more than 150 acres have been donated by Mr. John D. Rockefeller, Jr., Mr. W. Delevan Baldwin, formerly chairman of the County Park Commission, the Briarcliff Realty Company and others. Almost the entire acreage acquired by the Akron, Ohio, Metropolitan Park Board prior to 1930, was in the form of gifts totalling nearly 1,000 acres. Of this area Mr. F. A. Seiberling gave 400 acres and Mrs. Charles F. Brush, Jr., 330 acres.

An unusual gift for a park and highway is in Boone, Iowa. There is an old railroad branch line of C. and N. W. Railway following the west boundary of Hinnan and McHose Parks for about one and a half miles. It runs through beautiful timber on to the Des Moines River which it follows for about a mile, then goes on through untouched natural timber for about two and a half miles to its intersection with the Lincoln Highway. Along this railroad is the old home of Kate Shelley, who fifty years ago, when a girl of fifteen, risked her life to warn a passenger train of the washing out of a bridge along the creek in front of her home. Realizing its debt to her, the railroad has transferred all its rights and interests to the county for the construction of a Kate Shelley Memorial Scenic Highway, and all the individuals to whom the strip of land would revert have also assigned over all rights for the same purpose.

The McHose Park, through part of which the highway will pass, is a tract of approximately 140 acres given the city by J. B. McHose, formerly a resident of Boone. It consists of beautiful heavily wooded ravines extending from large open blue grass areas of high land to a winding stream below. Mr. McHose also left his estate of approximately $100,000 for park purposes.

Through the generosity of one of its wealthy citizens and nature enthusiasts, the late William J. Matheson, Dade County, Florida, is in possession of a park of nearly 100 acres. This park, known as Matheson Hammock consists mainly of a tropical hammock growth and it is believed that there are only two such areas of truly tropical Florida flora under public ownership and this is by far the larger of the two. Thousands of visitors wander through the trails cut in the tangled jungle growth and in one corner of the park the county maintains a picnic ground in a five acre grove of live oaks. Another large park area of 2,000 acres known as Highlands Hammock in Highlands County, Florida, has been purchased by the Roebling family of New Jersey for use as a

(Continued on page 260)

World at Play

Nature Study on Playgrounds

THE annual report of the Playground and Recreation Commission of Des Moines, Iowa, states that an increasing interest is displayed each year in the nature program conducted on the summer playgrounds. This program consists of nature trails, the identification of trees, flowers and birds, the making of blue prints and similar activities.

"The playground director has an opportunity to take advantage of the instinctive love boys and girls have for all things that live and to help them learn some of the secrets of nature. On the playground itself there are many chances to observe insects, their ways, their homes, and methods of self-protection. There are weeds and plants on the grounds that have interesting things about them. Encourage those who have had some training to lead others who are interested. Attractive bulletin boards with plants or animals on them, nature stories, etc., will stimulate interest. Often there are people in the neighborhood who are very much interested in nature work. They can frequently be induced to lead nature hikes or give some time on the ground each week."

Another Gift Announced

C. A. FILES of St. Louis, Missouri, has announced that he will deed to the city Rest Haven, his sixty-eight acre country estate in St. Louis County as a children's playground. Mr. Files will reserve for his own use during his lifetime about seven acres on which his house stands.

From a Lover of Nature

"I WANT the game refuge to be a place where trees can grow unmolested by choppers, and trout and birds and other animal life can exist unmolested by hunters and fishermen—a place where some of the things God made may be seen by those who love them as I love them and who may find in them the peace of mind and body that I have found."

Thus Senator George P. McLean outlined the purpose of the 2,000 acre game refuge which he left in his will to Simbury and Granby, Connecticut. The trustees are directed to permit the public to use and enjoy the property as a natural park for recreation, "subject to such restrictions

and provisions as said trustees may in their discretion make for the preservation and protection of said property and the wild life thereon." The trustees are further authorized to expend not more than $6,000 from the income of the estate each year for the maintenance of the game refuge and for the purchase of additional lands if advisable.

A Drive for Play Equipment — Cleveland, Ohio, through the Associated Charities, the Mayor's Committee on Recreation and the Women's Civic Committee, this summer conducted a drive for used play equipment, such as balls, bats, quoits, tennis rackets and swimming suits. These were turned over to city playgrounds, parks and baseball diamonds to meet the increased demand brought about by the unemployment situation.

City Beautification—The use of relief labor in Steubenville, Ohio, has been directed with great effect toward the beautification of recreation property. The building of stone work, walls and rustic fences and the planting of trees and shrubbery have changed the entire appearance of the areas. Much has also been done to beautify the city in general as the Board of Recreation has cooperated with the Women's Club in a general tree planting project.

Drama on Oakland Playgrounds—There are playground dramatic clubs in Oakland, California, whose members may select from a list of activities including story playing, puppetry, pantomimes, plays, dance dramas and pageants. Plays are produced before the playground group or, as a real treat, in the garden theatre at Mosswood Playground. In a quiet corner of the playground set in an old-fashioned garden, brilliant with many hued flowers and shaded by majestic trees, is an outdoor stage fully equipped for producing plays. On warm afternoons hundreds of children and parents gather there from all parts of the city. In addition to the performances in the garden theatre, plays are given for smaller audiences by the Vagabond Theatre Players. The Vagabond Theatre is a portmanteau stage set up on a truck, which also carries costumes, properties and stage equipment. The theatre makes regular tours of playgrounds during the summer vacation and visits neighborhood centers within walking distance of several playgrounds.

The Play Movement in Lynn, Massachusetts—Lynn's playgrounds are being operated on the same basis this summer as they were in 1931. An appropriation of $18,000 has been made for the recreation program and $30,000 in addition has been made available for work on the golf course. Through unemployment relief funds 100 to 150 additional men have been supplied for work on the golf course, who are also putting play areas into good condition.

Mush Ball in Pittsburgh—"Mush ball" or playground baseball has become a major recreation in Pittsburgh, Pennsylvania, where the Division of Recreation is providing the majority of the fields. There are shop, factory, office and fraternal leagues registered among the long roster of affiliated groups, and some games are played before as many as 3,500 fans.

A Sketch Club in Peace Dale, Rhode Island —The Neighborhood Guild of Peace Dale, Rhode Island, is promoting a sketch club open to any one interested in doing out-of-door sketching. Members supply their own materials and no fees are charged. Of the members who have thus far joined, one is a mill hand, a man who has always wanted to sketch and paint and who is now working in oils and showing real promise. The class, which is open to both children and adults, will be held once a week during the entire summer.

Suggested Legislation for Minnesota — The preliminary report of the Committee on Legislation, Nineteenth Annual Convention of the League of Minnesota Municipalities, held in June, recommended legislation to permit cities, villages, counties and school districts to support recreational activities. At the present time, it was pointed out, villages do not have power to organize and finance playgrounds and recreational activities, nor do cities except as specific provisions have been made in their charters. Educational departments are not allowed to finance playgrounds during the summer months.

A Picture Contest — The Minnehikers of Minneapolis, Minnesota, as one of their activities conducted a photography contest open to all members of the club. The requirements were that the pictures be restricted to club activities showing photographs of nature, of people and of unusual happenings. Pictures should not have been taken prior to January 1 and not later than September 1, 1932. The pictures submitted must become the property of the club. No person was allowed to enter more than five each month. Local photographers served as judges.

A Recreation Program for Adults.—One of the most interesting features of the recreation program in Janesville, Wisconsin, a city of 216,000 inhabitants, is the municipality owned little theater which has a membership of more than 1,000. Not all of the members participate in plays; over three-fourths of them belong to special groups—play reading, stage management, screen painting, stage lighting and stage music. An annual fee of $1.00 entitles members to attend all performances during the play season which lasts from October to May. During this period 10 one-act plays and three major productions are staged.

Another feature of the adult recreation program is the provision by the city of a large protection for the players against bad weather. The courts will be lighted at night.

These improvements of the old auto camp site are helping to convert it into an intensively active recreational center. It is hoped that later from twenty to thirty tennis courts will be built on this site.

When the Lions Club Took a Hand.—The Lions Club of Torrington, Connecticut, joined hands with the Recreation Commission last fall in constructing a bathing beach at Besse Pond. Members of the club worked from 8 o'clock until 1:30 spreading sand along the beach. The sand was donated by a member of the club; the use of trucks was given by a number of local companies.

Gypsy Jaunts

(Continued from page 228)

challenge of making a comfortable camp, of providing for the inner woman in a satisfying and not too laborious manner, they will know the adventure of facing a new trail with each new day and they will come home with reminiscences to last a lifetime.

We believe that Mrs. Bloomer would look with approval upon these jaunting gypsies, though she might be surprised at how far beyond her hard-fought-for-bloomers the girls have gone in the way of costume. Shorts, riding breeches and very abbreviated bloomers might make her wonder what she had started, but no doubt she would recognize them as important only in signifying the modern girls' freedom and opportunity to venture of their own initiative into a vastly interesting world, a privilege denied their elder sisters of the wasp waists and trailing ruffles.

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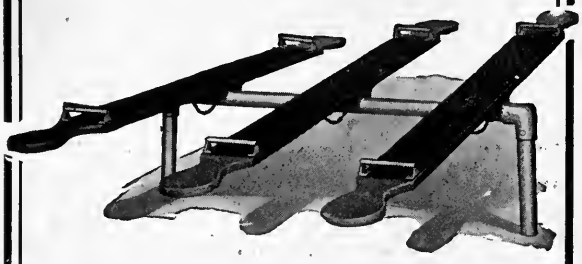

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ANDERSON, INDIANA

A Safety Program in Reading.—Majors, captains and lieutenants, proudly displaying their safety arm bands, officered the safety patrols organized last summer on the Reading, Pennsylvania, playgrounds by the Department of Public Playgrounds and Recreation, with the help of the Berks County Safety Council. Regular meetings were held each week, the time for the meetings being set by the patrol itself. During the meetings the children played safety and traffic games, sang safety songs, made safety posters and discussed safety lessons prepared for the club members. The meetings were greatly enjoyed by the children. The success of the organization was demonstrated by a decrease in the reduction of accidents both on the playground and on the way to and from it.

Rock Island's Drama Tournament.—An interesting fact about the drama tournament held in April in Rock Island, Illinois, is that Dr. Stuart Adler, sponsor of the National Recreation Association in that city, wrote the play which was produced by the winning group.

Surfacing Playground Areas

(Continued from page 242)

When the priming has thoroughly dried, all the loose dust is swept from the surface, and Texaco macadam binder, which has been heated to about 200° F., is spread over the entire surface of the base. As this is spread hot, it is covered with a coating of sawdust. (The sawdust should pass through a ½" sieve). When the surface has been completely covered with a coating of sawdust, a water roller (200 to 300 pounds) is used to roll the sawdust into the macadam binder.

Rolling continues until the sawdust turns black. Then more sawdust is added, and the same procedure is repeated until the sawdust has absorbed all of the macadam binder that it is possible to absorb. The sawdust cushion surface is then completed.

On this sawdust cushion surface, the lines are painted for basketball, volley ball, or tennis, a coating of shellac having previously been applied where the lines are to be painted. White zone marking paint is used.

(To be continued in September issue)

A Cosmopolitan Orchestra

(Continued from page 243)

we do?' And your answer is, 'Let's start an orchestra.' I say that's good!"

"Ottawa, Kansas, a town of 9,700, fifty-eight miles south of Kansas City has a civic orchestra of sixty pieces, two high school orchestras total-

ng 145 members, two school string quartets and two trios, and a school band of ninety members, a civic boys' band, a band of Santa Fe car shop employes, an orchestra in every church, a women's club orchestra, and a number of informal home and neighborhood playing groups. There is also the college choral society of eighty members besides three church choirs. The Board of Education owns $3,000 worth of instruments and the city $4,000. The civic orchestra is supported by a small tax." (From *Music in American Life* by A. D. Zanzig).

—By W. W. Pangburn.

Park Recreation Areas

(Continued from page 245)

50,000 additional acres. Information was secured with reference to zoological parks in 138 cities.

Of the 44,431 persons reported employed for park service nearly one-half are year-round workers. In cities from 50,000 to 500,000 one worker is employed on the average for each eight or nine acres of parks. Only sixty cities reported park positions filled by civil service examinations.

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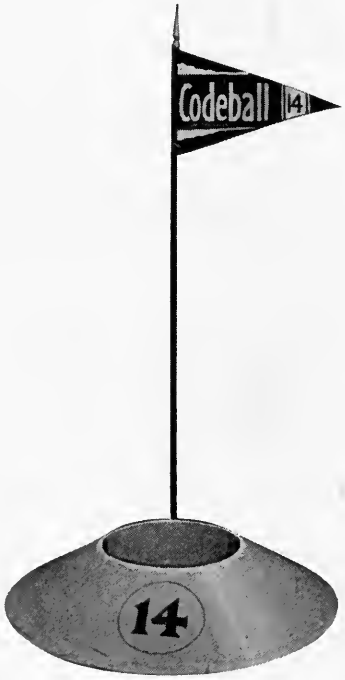

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General Progress

The growth of the county park movement during the last five years is revealed by the fact that whereas in 1925 and 1926 only thirty-one counties reported one or more parks, in 1930 seventy-five counties reported one or more such areas. The total acreage in county parks exceeds 108,000 and more than one-third of it was reported acquired during the last five year period. $22,000,000 were spent for county park purposes in 1930 alone and $57,500,000 have been spent for county park land and improvements during the five years, 1926 to 1930. Facilities most frequently found in county parks are picnic places, tennis courts, baseball diamonds, children's playgrounds, bathing beaches and athletic fields.

One of the most valuable sections of the report is a discussion of the total park provision in the large population centers of the United States. With the growing emphasis upon the planning of metropolitan districts and regions it is becoming increasingly important that any consideration of parks in large cities include a study of other areas serving the people of the region. Therefore, the careful analysis of the state, county, regional and municipal areas serving the large cities of the country is a timely contribution.

Land Gifts

(Continued from page 254)

public park. It is reported that $100,000 has been spent on this property claimed to be the finest hammock remaining in Florida and visited by the leading botanists of the country. Rex Beach is the president of the non-profit company owning and managing this property which may later be deeded to the county.

According to a report issued in 1928 by the National Conference on State Parks, gifts have also been a very important factor in the development of state park systems. Out of a total of 351 parks listed in this report, 170, or approximately one-half, were acquired either entirely or partly through gift. The acreage of 130 of these donated parks totals 61,859.69 and the total area of forty which were only partially donated is 175,172.73 acres. The outstanding example of a state park system acquired largely through gifts is that in Michigan where only five of the sixty-eight areas were either partly or entirely purchased.

One of the most recent gifts of this type is a picturesque tract of approximately 2,000 acres comprising rugged hills on both sides of the Naugatuck River near Beacon Falls, recently presented by the Whittemore family of Naugatuck to the State of Connecticut through its Park and Forest Commission. This gift includes High Rock, an area of unusual scenic beauty. Near the close of the last century this section was one of the most popular picnic places in the region and for many years a pleasure park was maintained at this point by the railroad company. Although the area has been in disuse for many years, old trails still lead to the summit of High Rock, a precipitous cliff commanding a splendid view of the Naugatuck Valley. The summit is reached by an easy climb along Spruce Brook through a densely shaded ravine bordered by interesting rock formation.

The late Harris Whittemore, who served for many years as a member of the State Park and Forest Commission and who also was an active member of the Board of Directors of the National Recreation Association, began acquiring this land soon after the war with the intention of presenting it to the State. The splendid donation by the Whittemore family, who share his active interest in the park and recreation movement, serves as a memorial to his forethought and public spirit. In making the gift the donors have specified that it is to be used by the State for park and forest purposes.

The Commission has designated the area for the present as the High Rock State Forest and considerable work has already been done by the Forestry Department in safeguarding the tract from fire. In addition to the fire lookout tower on the hill east of the river which is maintained by the Department, thirty miles of fire lines have been cleaned out. The portions most suited for recreation will be developed as a park and offer splendid opportunities for picnicking, hiking and nature study.

It is impossible to measure or to estimate the inspiration, refreshment, recreation and joy of living which have resulted from and which, with the passing years, will increasingly result from these splendid "gifts eternal."

> > >

Our Decision Is

< < <

MANY inquiries come in for interpretation and advice on problems concerning rules of games and athletics. These are often of general interest and value. RECREATION plans to conduct a column of such inquiries and answers. Send in your problems of interpretation of rules; protests on decisions; inquiries on organization of leagues and tournaments. Those having general interest will be used in this column. All inquiries will receive a direct reply if a self-addressed stamped envelope is enclosed.

Playground Baseball

1. Q. Runners on first and third and two are out. Man on first attempts to steal second and catcher throws ball to second baseman and the runner is trapped between first and second and is tagged out, while this play is taking place the runner on third has scored before the runner was put out. Does the run count?

   A. The run counts, providing the runner had touched home base before the base runner was trapped and tagged between bases.

2. Q. Can a man score from third or second on an over-throw at second? Rule 21, section 4, does not include second, so we do not know.

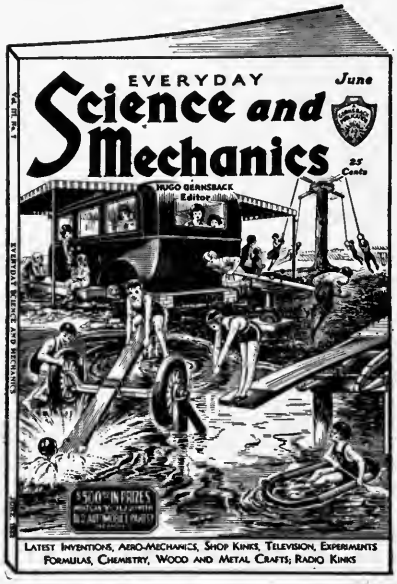
   A. A man can score or attempt to score on over-throw of second base. Even if a man were on first base, on an over-throw of second he is entitled to go all the way around if he can make it.

3. Q. A put-out has been made at first base and the ball is tossed back to the pitcher. The batter is not at the plate yet and the pitcher steps out of the box and bounces the ball to himself. Man standing on third steals home. Is the base runner out, or does the run count?
   A. He is not out unless they tag him. If they do not tag him the umpire should send him back to third base, as he has no legal right to go home.

4. Q. The batter hits ground ball that first hits in foul territory and then rolls into fair territory (between first and home or home and third). Is it a fair ball?

   A. Yes. It is a fair ball according to the specific wording of the rule.

WHATEVER *your* HOBBY *you will find it in*



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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

McCalls, June 1932.
Everybody Needs a Hobby, by Frederick B. Robinson

The Epworth Highway, June 1932.
An Outdoor Picnic.

The Neighborhood, December 1931.
Entirely devoted to a bibliography of books, articles and reports written by settlement workers and others dealing with settlements and their interests published between 1920-1931.

The Municipality (League of Wisconsin Municipalities) June 1932.
Saveland Park, by Alfred L. Boerner.
Park Development to Provide Employment, by Arthur R. Boerner.

The American City, June 1932.
Cleveland Encourages Picnics in Its Parks.
Pistol, Rifle and Trapshooting Facilities in Union County Park System.
Hunting and Fishing as Municipal Recreation—Dallas, Texas.

Parks and Recreation, June 1932.
Parks and the Future, by Horace M. Albright.
The Artemas Ward Playground at Marlborough, Mass., by Robert Washburn Beal.
Doyle Field—A Gift Playground, by Herbert J. Kellaway.
Notes on Track and Field Facilities, by V. K. Brown.
Life Guard Protection at Bathing Beaches.

Popular Homecraft, July-August 1932.
Toys and Novelties, by Bess Livings.

The Parents' Magazine, July 1932.
How Camps Have Changed, by Paul D. Hasbrouck.
Playthings in Review, by Janet M. Knoff.

The Scout Executive, June 1932.
Realizing Character Objectives in the Boy Scout Summer Camp, by Joseph S. Fleming.
Handicraft Periods—How Handled, by Victor V. Allen.

PAMPHLETS

Public and Private Recreational Opportunities in Manhattan
City Recreation Committee of the Welfare Council, April 1932.

Municipal Recreation in Oakland, Recreation Department, Oakland, Calif.

Modern Swimming Pools
A pamphlet describing the swimming pools designed and built by Wesley Bintz, Lansing, Mich.

Pan-Pacific Junior Pentathlon, Junior Pentathlon, Times Building, Los Angeles, Calif.
A manual of instructions.

Arbor Day—Its Purpose and Observance, Farmers' Bulletin No. 1492, U. S. Department of Agriculture.

Wind Cave National Park, South Dakota, National Park Service, U. S. Department of the Interior.

Acadia National Park, Maine. National Park Service, U. S. Department of the Interior.

New Books on Recreation

Twenty Thousand Years in Sing Sing

By Lewis E. Lawes. Ray Long & Richard R. Smith, Inc., New York. $3.00.

A HUMAN document indeed, this story of Warden Lawes' experiences at Sing Sing—a volume which he has dedicated to "those tens of thousands of my former wards who have justified my faith in human nature." In an intimate account of life within prison walls Mr. Lawes tells the histories of many prisoners and in the last three chapters, which are of especial interest to recreation workers, analyzes some of the causes of crime and delinquency. To wholesome recreation he accords an important place as a preventive force. "Educators and social workers know from actual experience that juvenile delinquency gives way before supervised playgrounds and well organized boys' and kindred organizations. Some of our larger centers of population report that wherever new playgrounds are opened juvenile delinquency in that neighborhood drops perceptibly. And yet reliable authority has it that three out of every five children in our greatest cities are without adequate opportunity for wholesome play." Speaking of the need for recreation within such an institution as Sing Sing, Mr. Lawes says: "It is apparent to every earnest prison administrator that clean, wholesome sports within the congestion of the prison will accomplish more than ordinary institutional inhibitions in maintaining discipline and a contented spirit."

The Recreation Kit, 30.

Home Recreation. Edited by Katherine and Lynn Rohrbough. Church Recreation Service, Delaware, Ohio. $.25.

THE latest publication of the Church Recreation Service deals with home recreation. Eleven programs are suggested and directions given for twenty-six games. In addition, there are a number of reports, notes and general suggestions.

Colonial Gardens

The Landscape Architecture of George Washington's Time. Prepared by the American Society of Landscape Architects. Issued by United States George Washington Bicentennial Commission, Washington, D. C.

THIS is one of the many publications of the George Washington Bicentennial Commission issued to aid the thousands of communities which through November, 1932, will be conducting programs in honor of the birth of George Washington. The book tells a fascinating story of gardens in Colonial days in Mount Vernon and other Colonial places of the South, in Charleston and the far South, in Philadelphia, old New York, and Salem and the New England colonies. A closing chapter on the Colonial Gardens Today tells the results of research into the gardens of the past to our present day gardens. Beautiful photographs make the book one of the most attractive published by the Commission.

Planning for Residential Districts

The President's Conference on Home Building and Home Ownership. Commerce Building, Washington, D. C. $1.15.

"BEAUTY is a commercial asset to the home builder because it is a spiritual necessity to the home owner," says President Hoover in the introduction to this volume, the first of a series of publications to appear from the President's Conference on Home Building and Home Ownership. And this thought of beauty in home surroundings is emphasized throughout the report, particularly in a chapter on Landscape Planning and Planting. Other chapters have to do with City Planning and Zoning, Subdivision Layout, Utilities for Houses, the Relation of Size of Lots to Cost of Utilities and Street Improvements in Low Priced Housing Developments, and Housing in Unincorporated Areas Adjacent to Cities. Much is said throughout the book about the importance of providing open spaces and play areas.

Tennis Organized

By Dorothy Davies Randle and Marjorie Hillas. A. S. Barnes & Company, New York. $1.60.

THIS book will have especial value because of its emphasis on class organization and group instruction. Many illustrations and diagrams add to the value of the book for the instructor. There are helpful suggestions for tournaments, for the summer camp tennis program, and for organization for schools and colleges.

Camp Fire Helps

Boy Scouts of America, 2 Park Avenue, New York. $.40.

CEREMONIES around the camp fire, stunts, games, stories and songs comprise this booklet, the latest edition of the Service Library of the Boy Scouts. There is much here for the recreation worker.

The Golden Flute

Selected by Alice Hubbard and Adeline Babbitt. The John Day Company, New York. $3.00.

HERE is a fascinating anthology of poetry for younger children from nursery age to boys and girls ten years old. The anthology has been tested by long use with many children and is based upon close observation of their interests and activities. A valuable feature is a special index in which the poems are listed according to the child's interest and activity.

Official Baseball Guide--1932

Spalding's Athletic Library. No. 100X. $.35.

ALL the information which baseball players and fans can desire is to be found in the new Guide. Revised rules with explanatory notes form an important section.

Standard for the Vacation Church School.

The International Council of Religious Education, 203 North Wabash Avenue, Chicago, Illinois. $.15.

The purpose of this publication is to enable workers in vacation church schools to visualize their own needs and to challenge them to better work. With this in mind a scoring system has been arranged which is described in the booklet and in the scoring manual which accompanies it.

U-Make Poster Flags of the U. S. A.

The K & T Company, Baltimore, Maryland. $.10 each; $.98 per dozen.

This booklet, which will have an appeal for children, contains the story of the American flag and presents outlines for coloring eight of the most important flags in the development of our national emblem.

Covered-Wagon Centennial and Ox-Team Days.

Published for the Oregon Trail Memorial Association by the World Book Company, Yonkers, New York. $2.00.

Many playground and recreation workers have made extensive use of the Covered-Wagon Centennial material. Cities and towns which are along the Oregon Trail will want for many years to come to be remembering this most significant part of our national history. Ezra Meeker's own story of the privations of the early migration across the continent is exceedingly interesting reading. In searching for material for story telling uses, it is well to remember these tales of our own country.

Books for Home Reading (For High Schools).

Prepared by Committee on Home Reading—Max J. Herzberg and Stella S. Center, co-chairmen. The National Council of Teachers of English, 211 West 68th Street, Chicago, Illinois. $.20.

In this attractive booklet the literature recommended has been classified under fiction, non-fiction, plays and poems. Special recommendations have been made for first year students. Illustrations, many of them colored, add to the attractiveness of the book.

Municipal Golf Courses in the United States.

Issued by the Public Links Section, United States Golf Association, 110 East 42nd Street, New York.

The latest publication of the Public Links Section of the United States Golf Association shows that in 1931, 210 cities and county park commissions reported a total of 323 public golf courses. Statistical information is given regarding each of the courses, including year of opening, managing authority, data regarding the number of holes and length of course, fee charged, number of rounds played, cost of operating, and other facts regarding the budget.

Problem Manual in Physical Education Measurements.

By Frederick W. Cozens, Ph.D. W. B. Saunders Company, Philadelphia. $2.25.

Here is a manual of laboratory or exercise material—a book on tests and measurements giving the student practical problems to solve, supplementary material on which to practise, and a further clarification of the units of physical education measurements. These problems of exercise have been proven in the classroom as valuable aids in training students in the proper handling of statistical data. The exercise material has been prepared to accompany Bovard and Cozens "Tests and Measurements in Physical Education."

Can You Answer It?

Compiled by Nita Fikes. Oxford University Press, New York. $.50.

Children and many adults, too, will enjoy this delightfully illustrated book of riddles.

Tumbling: For Students and Teachers.

By Samuel F. Harby, M.A. W. B. Saunders Company, Philadelphia. $2.00.

Literature on tumbling is rapidly increasing. In this particular book the purpose has been to provide a thorough analysis and adequate description sufficient to enable performers to learn or instructors to teach tumbling stunts. The book is based on the author's fifteen years of experience, and no stunts are described which he has not himself performed. The teaching method and techniques have been tried with good results at several public schools in Seattle and at the University of Washington.

Small-Town Stuff.

By Albert Blumenthal. The University of Chicago Press, Chicago, Illinois. $4.00.

What goes on in a small town? Mr. Blumenthal, who lived in Mineville while his study was in progress, reveals in his interesting document the vices, virtues and surprising complexities of the small town, its physical and historical setting, routine of living, social activities and the intimacy of relationships, politics, gossip and scandal. "It is a study," says E. W. Burgess in his preface, "of a disappearing of at least a changing culture. It is therefore as timely and important to accumulate and preserve data upon community life in America as upon Austalian aborigines or Indian tribes."

Clear Track Ahead!

By Henry B. Lent. The Macmillan Company, New York. $2.00.

The many questions which small boys ask about trains are answered in this book, which in an interesting, popular style gives much information about railroads for the benefit of young readers.

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The Leisure Commandment

REMEMBER the days of thy leisure to keep them holy. Thou shalt do with all thy might and skill thy share of the work of the world, whether on land, at sea or in the heavens above the earth. Thou shalt keep as hallowed thy time of leisure and find thine hours of unemployment blest by thy best use of them.

JOHN H. FINLEY

Out-of-Doors in September

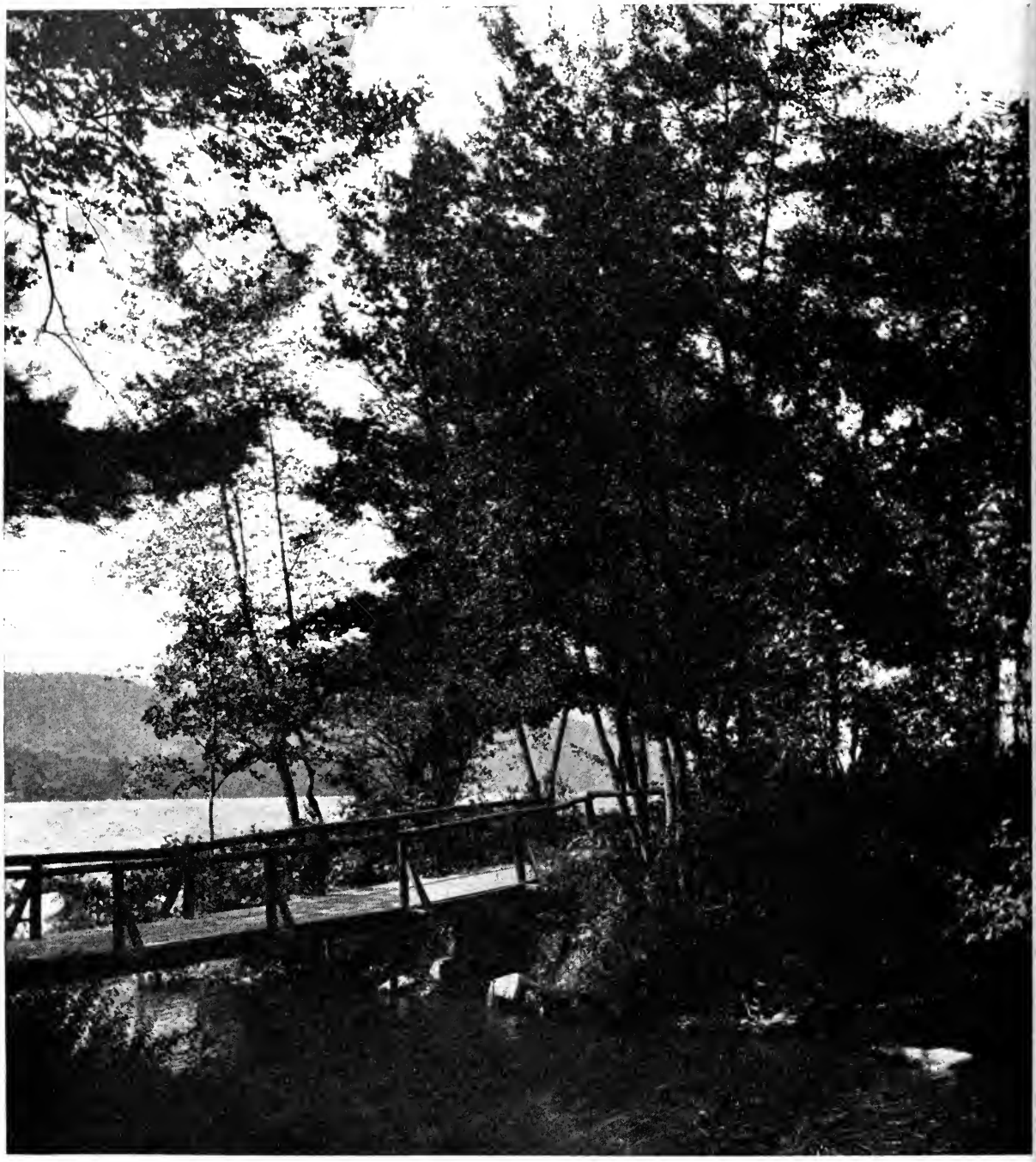

Photo by J. E. Rogers

School days once again! But with them comes crisp September weather when each hour spent out-of-doors is filled with keenest pleasure; when the touch of coolness in the air invigorates, and there is an irresistible call to seek out hidden, secluded places in the woods, by the side of sparkling water, underneath spreading trees which are beginning to discard their summer apparel and are covering the ground with leaves of brown and scarlet.

The Public School and Recreation

By
JOHN A. KINNEMAN
Department of Sociology
Illinois State Normal
University

Courtesy Radburn, N. J., Association

Professorial dignity is often forgotten when curriculum subjects become play in the home!

An educator evaluates curriculum material as a means of meeting leisure time needs created by modern mechanization.

I HAVE a neighbor who is a carpenter. He is also quite a skillful automobile mechanic. When the brakes on his car need re-lining he sets about to do the job. If the rear axle breaks, as it did recently, he is able to make the necessary repairs. If there is need for repairs in the motor he does them skillfully and inexpensively. In this work he is ably assisted by his son of high school age, a lad who has just completed the construction of a canoe, who finds in automobile mechanics a relief from the tension created by his academic fields of study. All of these things are done in their rear yard.

My daughters, aged three and six, are impressed by the skill of our neighbors in making automobile repairs. They are also aware of the relative incompetence of their father when it comes to making similar repairs. My elder daughter has been quizzing me recently concerning my reasons for taking our car to the repair shop when adjustments are needed. Recently the younger daughter, in the presence of the elder, made some fanciful inquiries concerning my ability at roller skating, in diving and in cutting down trees. I had to plead only a limited competence or a total inability in each of these fields. Finally, I fear somewhat in disgust for her father's meager ability, my six-year-old said to her sister, "daddy can't do anything except work." That was a wise remark for it summarized the chief and maybe the most objectionable phase of my character and is the basis for the burden, in the form of this paper, which is being placed upon the readers of RECREATION.

Some Reasons for Recreational Deficiencies

In a desire to fix responsibility for my recreational deficiencies, I am more disposed to explain them, (maybe improperly so), as a result of the impact of the school system than I am to place responsibility upon my personal inflexibility. To

do this leaves me in a position where I can rationalize upon my deficiencies to the point of accounting for shortcomings on the grounds of early conditioning. In order to fit into this highly mechanical civilization of the present era I probably should have been playing tennis at the age of fifteen instead of doing quadratic equations; at the times when I was hunting for ablative absolutes and for peculiar accusatives I should have been playing a cornet or maybe a sinful saxophone; the afternoons during my school days when I was employed I doubtless should have been playing baseball on the village nine; instead of attending school with absolute regularity five days of the week my education would have been more usable at the present time if I had gone hunting occasionally; during the hours when I was memorizing facts about the lives of writers in the fields of English and American letters I could have been employed more advantageously, with a view to establishing habits of leisure, if I had been reading second or third rate fiction—material which was not included in the approved reading lists.

Recreation, in the region in which I grew to young manhood, was either wasteful or sinful—wasteful in the sense that it did not provide immediate profits in the strenuous struggle for economic success, and sinful in the sense that many forms of recreation were tabooed. A few illustrations on the sinfulness of recreation will suffice. Having grown up in Pennsylvania I felt the impact of what I have since come to know as the "Blue Laws." Every person familiar with sports knows that major league games in the national sport are not played in Pennsylvania on Sundays. Within the last decade I was threatened with forcible ejectment on a Sunday morning from a store in a teachers' college town in Pennsylvania because I desired to make a purchase of peanuts, preparatory to feeding the squirrels in a public park. It was not until the senior year of my college career, in the post-war era, that ice cream was sold on Sundays in the town in which my college was located. The first person to engage in the nefarious traffic was a dark complexioned Greek. Within the past six years the chief issue in the municipal election of one of Pennsylvania's leading cities was the question of whether the newly elected mayor would permit Sunday baseball. It is surprising to know of the large number of college students in Illinois who have been restrained from dancing by the taboos of their home communities represented in the direct negations of their parents. These citations are made merely to illustrate some of the difficulties which have made the introduction of recreational programs difficult in many instances.

Not only has recreation been sinful but the people of an earlier generation looked with disfavor upon recreational activities because participation in them was not likely to put money into one's pockets. Consequently many of the people of my age and generation are burdens to themselves and their friends largely because the schools which they attended tried to fix habits of studiousness and hard work rather than a variety of tastes which might have value in spending a rapidly increasing amount of leisure time.

The question naturally arises as to what the school could have done and can do. There are many things. Without going into the question of the non-functional character of the material taught in the various subject fields of the school it is obvious, if we examine the recreational interests of our fellows, that the material of any and every subject in the curriculum can be employed for recreational purposes. Evidence can be found in the activities of a few persons of my acquaintance. It so happens that almost all of my acquaintances are school teachers—mostly of the humble variety. My generalizations, therefore, may not cover every vocation but that is no proof that persons in other vocations than teaching might not find some recreational expressions in seemingly strange sources.

Play and recreation are, as Professor Dewey suggests, "moral necessities," but only as they possess the qualities of rapture, contributing to the enriching and freeing of the meanings of life. . . . It may be worthwhile to consider what our advocacy of play and recreation really means. Certainly the narrow premises of a practical hygiene of the avoidance of crime, even if the latter can be proved, are admirable but partial. Something more vital is needed if we are to capture the imagination of people. ***Jesse Feiring Williams, in The Journal of Health and Physical Education.***

Educators and Their Hobbies

A few illustrations will suffice. I know a professor of mathematics in an eastern college. When called to Europe for an important piece of work he chanced to settle in Italy for a time. He learned the Italian language so well that when he

returned to his college he sought permission to teach it and did so. This same man was not willing to be burdened by long, winter evenings or to find his sole expression in bridge. He gathered about him all of the available books and sources on the fine arts and soon there was evolved a course for his college on the history of art. With this man, as with so many, avocational interests become vocational. Despite his fifty years, he was, when I knew him, an excellent baseball player. However, he never tried to ruin the recreational value of the game by trying to break into organized baseball. Despite his age he was one of the gayest dancers in the college community. No one would dare to charge that time might hang heavily on his hands. With him there were always too many interesting things to do.

"Every subject field in the curriculum should be utilized as a means of spending leisure time."

I have a friend who teaches physical education. His chief avocation is not golf or fishing, but wood working. With more than an ordinary share of modesty he has turned out some fine pieces of craftsmanship. Not until I met him and learned of his interests did I realize that the industrial arts might have a strong recreational trend. Until then I had thought that the chief function of the industrial arts was vocational. I wonder if too often the utilitarian is not the only emphasis in this field of study.

Courtesy Seattle Department of Parks

I know two college professors in eastern colleges—one in Education and one in Languages, who profess that they use higher mathematics instead of solitaire as a diversion during the long evenings. In addition, it is interesting to note that one of these men is a fine 'cellist. I know an old medical doctor, one of the pioneers in the field of physical education in America, who was a national authority on birds—their habitats, their songs and other characteristics. His extended bird trips were an event for all who participated in them. Every June, after he had completed in his school a year of instruction in formal gymnastics—marching, club swinging, parallel bars and other similar forms—he started for Long Island where he spent the summer giving instruction in birds. His imitations of bird songs would have been paid for in vaudeville houses at handsome prices of admission had he chosen to commercialize his recreational interest. I know, too, a professor of mathematics who is modest about his musical ability. After knowing him for five years I learned that he played in a reasonably select string quartette—not for money, but for fun.

It was a revelation to me some time ago to learn of three professional acquaintances of mine who paint for recreation — not their houses, as I once suspected one of them of doing when he told me of his painting, but landscapes, portraits, still life and other subjects. I know a teacher of printing who is a fine band master. I know of a commercial teacher who, years ago, turned to public school music and has made an immense fortune from the sale of his books. I know another commercial teacher who could probably make his living on the concert stage.

One of my acquaintances in the printing business spends his Sundays and holidays drawing original plans for houses. While still a young

man he has built two unusual houses as the result of selecting what seemed to be the most original plans of his creation. Who is there who would have thought that house planning could have become a recreation! The man who courteously provides our household with laundry service becomes expressive on the quality and beauty of the lilies he grows in his garden. One of my barber acquaintances talks at great length and with much discrimination on the color of his Buff Orpingtons and on the markings of his Barred Plymouth Rocks. A nurse of my acquaintance, in order to rest from the fatiguing work of her profession, has developed embroidering, tatting and other forms of hand work into a fine art.

"We view with disfavor the tendency toward the multiplication of district, sectional, state and national contests. The contests now embrace every conceivable activity—some conducted by professional organizations with a high purpose, but many representing only thinly veiled commercial interests. Regardless of sponsorship these state contests involve almost certain disorganization of school work, solicitation of funds for their financial support, special preparation, and great nervous strain on the part of the contestants. Therefore, we feel that such district, state and national contests should be discouraged, and eventually, unless of proved social and educational value, abolished."—From resolution adopted by Department of Superintendence, N. E. A., at the meeting held in Washington, February, 1932.

The School Must Train for the Use of Leisure

These illustrations might be multiplied many times. However, it is fair to assume that except for the two men who used mathematics as a recreational activity there were none of these persons who were the direct beneficiaries of the public school system. The printer was never allowed to waste his time drawing house plans. He probably had to do his geometry. The barber has no recollections of his school days except as they meant a new kind of deviltry or an unpleasant task in grammar. Surely he received no urge from the school in mastering the intricacies of chicken breeding. And the nurse! Had she been caught doing hand work in school it is certain that she would have been put to work on her geography lesson, dominantly of the place variety. School work might have been interesting to her if she had been allowed to study linens, cottons, thread and designing. These people learned their painting, their wood working, their music, their art study, their house planning, their sports from private teachers, from self study or from their family environment. It is safe to assume that the school did nothing for these people in these so-called "non-essentials."

It becomes evident, from these illustrations, that every subject field in the curriculum should be utilized as a means of spending leisure time. In fact, as teachers we should minimize the importance of subject fields and set about to use, in fulfilling one of the major aims of education, those materials which would have functional value in meeting the needs for recreation in our modern mechanized civilization.

Of course if curricular material in the schools is to be employed for meeting the leisure gap created by modern mechanization it will become necessary to develop appreciations for all persons along several lines rather than stardom for a few persons in one or two lines. Suppose we apply this principle to athletics in order to illustrate the point. Games and sports on a functional basis of sound education must be set up so that several basic principles can be met. We must have games and sports for all, not for a few stars. To this end the large high schools with functional programs provide a large variety of games from which the student can choose. This will mean, contrary to almost all current practices, that intra-mural and not inter-school sports shall be emphasized. Furthermore, in making sports functional the less expensive, wherever everything else is equal, must be chosen in preference to the more expensive. In spite of my personal fondness for tennis it is evident that volley ball is a more functional game. Not only can more people be accommodated in the game at less cost but it can be played all seasons of the year. Finally, those sports have functional value which carry over to the lives of the players after they leave school. This is not true, as every one knows, of our most extensively maintained school and college sports —football and basketball.* If we are to prepare people for spending their leisure time advantageously we should emphasize in school and college such sports as tennis, handball, volley ball and golf. Men continue to play these games until rather late in life instead of quitting them when they leave school.

* Our school programs of athletics are generally non-functional because American schools are

cursed by the craze for stardom. It ranges from the colleges, down through the high schools and into the junior high schools. We have long since ceased to marvel at the Big Ten Conference and its workings. We now have state high school athletic conferences, county high school athletic contests and even county tournaments for the youngsters in grammar school or junior high school. The home town always wants a winner and the school program, or may be lack of it, is attuned to the town's demands. The alumni, the men about town, the sporting fraternity, the sports writers, the salesmen of athletic equipment, the barber shop board of strategy and occasionally the student body want a winner. To the end of having a winner we are willing to sacrifice active participation for all or many in the interest of a passive participation on the part of the spectators.

Let it be clear that the field of athletics is not the only one in which stardom has run rampant. Music and literary contests have gone to seed on banners, badges and cups quite as much as has ever been the case with organized sports. To be state champions in debate is the goal of too many schools and not the development of the largest number of persons in effective speaking or in attempting to get at the truth in the course of speaking. We have national contests for bands and orchestras and state contests for choral and glee clubs. We have state dramatic contests. In these contests, is the end the development of the largest number of persons with a view to developing a high degree of proficiency in enjoying leisure time or is the end one of developing a few stars? The answer is evident on all hands—it is represented visibly in banners, cups and medals and in the relatively low order of appreciation which the contestants develop for their supposed art.

As teachers we should be able not only to see in all subject fields the possibility of developing skill in leisure, but we should also see that skill in leisure provides a source of control. This is so evident that it needs no elaboration. The relationship between delinquency and improper and inadequate leisure is so obvious that one needs merely to be familiar with the work of such persons as Thrasher and Shaw in order to have the contention established. A wide acquaintance with and a keen appreciation of books, in all their forms, might be claimed to be a more desirable form of entertainment than gambling; playing tennis probably more desirable than "necking"; volley ball more appropriate than shooting craps, even annoying the neighbors with one's saxophone more socially desirable than becoming introspective.

The public school, therefore, needs to develop an educational program with the view to controlling the extensive problem of leisure time—a problem of far greater magnitude a decade from now than it is at the present time. School gardens, where organized, need to emphasize the growing of citizens rather than the perfect cultivation of flowers and vegetables. Dramatics, increasing in their development everywhere in schools and colleges, need to emphasize the phase of personality enrichment which comes from participation, rather than a kind of social subservience that develops from watching the "stars." Athletic coaches need to learn that their job is one of developing the largest number of persons in the greatest variety of channels rather than win trophies with a few stars. Band and orchestra conductors need to forget the state and national contests and organize their students with the end of making articulate and socialized citizens through music—not of the "stars" but of all who hear the call to this particular activity and are not tone deaf. Sports and games, including dancing in its many forms, need to be organized for the joy that comes to the individual rather than for the emblems that are pinned on his chest. Literature teachers need to learn that a mastery of the mechanics of the language is infinitely less valuable so far as leisure is concerned than is the development of the reading habit with a view to making every citizen a good companion for himself at the library or under his reading lamp.

"But the things that communities propose to do to schools in the hysteria of economy far surpass the wildest abberations of bull-market days. We hear a great deal about frills. What are frills? Teachers' salaries appear to be frills in some cities. The health of school children is a frill in others. Since night schools are a frill in one community we close them and throw 75,000 people into the streets. . . . . Only a people that had no conception of the place of education in its national life could contemplate the ruin of the next generation as the best remedy for governmental insolvency."—*Robert M. Hutchins*, President, University of Chicago, in *School Life*.

Faculty at Play

Courtesy Dept. of Parks, Brooklyn, N. Y.

By GEORGE T. STAFFORD

Director of Faculty and Graduate Student Recreation University of Illinois.

Though not a curriculum subject recreation holds a very important place at one university.

THE wide range of recreation activities available to all students of the University of Illinois has been of such interest and benefit to thousands of young men and women that it was considered desirable to organize some such program for the faculty and graduate students. The writer was accordingly appointed in the summer of 1931 to organize and promote a system of recreation for graduate students and faculty members. The original idea was that the program should be confined to activities for men. There have, however, developed many social activities for both men and women.

Organizing the Program

A committee known as the Faculty Recreation Committee was appointed from among the members who had been participating in exercises and games under the leadership of the writer and who were familiar with various phases of the recreation program. Care was taken in organizing the committee to have it a cross section of the faculty. The next step involved the sending of a letter to all the faculty members telling of the plan and asking their cooperation. In the letter was enclosed a list entitled "Available Recreational Activities." The faculty were asked to check the facilities and activities in which they were interested and to state the hours during which they would like to participate in the recreation program.

The activities and facilities listed follow:

1. Apparatus work
2. Archery
3. Badminton
4. Basketball
5. Boxing
6. Calisthenics
7. Fencing
8. Golf
9. Gymnastic dancing
10. Handball
11. Hiking
12. Horseshoe pitching
13. Ping-pong
14. Playground Baseball
15. Shuffleboard
16. Skating
17. Soccer
18. Squash racquets
19. Swimming
20. Stadium ball
21. Tennis
22. Tumbling
23. Volley ball
24. Wrestling
25. Bowling
26. Advice regarding exercise program

A similar letter and enclosure were sent to all undergraduate students.

The results far exceeded expectations. Over five hundred men responded with the request to be registered in one or more of the various activities. Handball and skating (indoors) led the list, with 150 registrations each. Tennis came next, with 100; then followed golf and bowling with 90 each, and swimming, with 80. There were 40 faculty and graduate students who wanted to hike. Horseshoe pitching, volley ball and playground baseball were equally popular, with 30 registrations in each. Thus it went down

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Recreation and Health Education

Shall play—self education—be subordinated to a program of health education?

In all parts of the country there are being held follow-up meetings of the White House Conference on Child Health and Protection. This article incorporates the report of the Subcommittee on Recreation and Health Education of the Chicago Regional Conference. Here is a significant statement of objectives, a defining of terms, which all interested in recreation will read with eagerness.

THIS Committee finds itself confused when Recreation is listed under Health Education. In our opinion, that either betrays a misconception of the significance of recreation, in the present use of the term, or it indicates a wholly new significance as applied to the term health. Recreation cannot and does not consider the child as an inmate of the world, rather an explorer, an adventurer. Emphasis on health savors of positivism, of restriction. That is counter to the very essence of those freedoms which are basic to any modern recreation service. The normal child is not a patient. In his play he escapes the exactions of a curriculum, escapes into those freedoms of choice and action essential to any exploration of his latent abilities which his inclination demands.

Health education is imposed education. Recreation is essentially self education through a wide variety of experience. In it abilities are experimentally discovered or developed. Aptitudes are ascertained, personal choices are evolved and subjected to self imposed disciplines in his play. There he acquires skills and confidence in his ability to achieve skills. In play he gains status, social adjustment, recognition for what he accomplished, and the joy of living and doing. Life comes to organization around the core of personal achievement. This whole process of self realization and self expression, the acquirement of selfhood, is so important in the development of personality that it is entitled to stand on its own feet. In our opinion it must not be subordinated to a program of health education. Physical health in a child we can conceive of if a proper balance in food, exercise, rest, sunshine, and fresh air, is maintained, without play; but we cannot conceive of emotional health in a child denied a normal play life.

If health education, however, be conceived in terms of health in its broadest possible connotations, implying the utmost in mental and spiritual hygienes and in adjustment to the world and to life in it; if health education is to be interpreted in terms of the placement of the individual in society, his vocational and social adjustments, as well as his personality development, then that interpretation should be specified at the outset, and other factors in the educational process, if not the whole of education itself, should be included under such a glorified Health Education, along with Recreation.

RECOMMENDATIONS

1. In the Children's Charter which resulted from the White House Conference, Article 9 reads as follows: "For every child a community which recognizes and plans for his needs, protects him again physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation, and makes provision for his cultural and social needs."

This Committee submits the vagueness of this article, in comparison with the following in Article 10: "For every child an education which, through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance prepares him for a living which will yield him the maximum of satisfaction."

We feel that Article 10 should be incorporated in Article 9, in our local application, because the present day concept of the place of Recreation is best expressed in the interpretation stated in

Article 10, understanding, of course, that play and recreation has its proportionate part in the total program of education.

NOTE: **Not "safe and wholesome places," but the "discovery and development of abilities" is the very keynote of modern recreation, in order to prepare for a living yielding the maximum of satisfaction.**

2. We further submit, in the language of Article 9, that a community which recognizes and plans for the needs of every child, supplementing its "provison of safe and wholesome places of play and recreation," must, in program, operation, and leaders, grant him freedom of choice in defining his own notion of play, with sympathetic cooperation in helping him to express this notion in socially accepted behavior.

NOTE: **This freedom of choice, to permit response to preferences to natural bent or inclination, is the outstanding characteristic of the recreation attack.**

3. We believe, also, that the playground recreation program, in its scope, should afford a sufficient range of possible activity, that the child may select with some hope of satisfaction, an activity appealing to his individual needs at the time, and that in administration, this program should not arbitrarily make him move on until he has experienced all of the satisfactions which that activity affords him, and experienced those satisfactions in the tempo or progression peculiar to his own rate of progress.

Live every moment you can in the open. Observe, remember, and be curious enough to search for information about what you see and hear of nature in your play and on your hikes through fields, woods and mountains! And your life will be tremendously enriched by this intimate acquaintance with the great outdoors. *Martin Johnson* **in** *Child Life*, **April, 1932.**

NOTE: **There is a nice distinction here between encouragement and harmful distraction. By a "sufficient range" we mean physical sports and games, manual arts and creative activities, elementary opportunities in the arts, music, the drama, chances to render altruistic community service, and the like.**

4. We believe that equipment which is recreationally sound is educationally sound. This means that the selection of play equipment should be controlled by careful analysis as to the outcomes of use of that equipment.

NOTE: **Fad equipment, selected at random with the hope that it will be "popular," is not conducive to a real recreation service. It may lend itself to holding of events, but mere events do not constitute a recreation program.**

5. Just as the city, in its expansion, reserves underground rights, and takes for streets and alleys and other public purposes, property precisely adapted to its needs, so recreation or play spaces should not consist of merely what is left in community development, but should be specifically adapted as an integral part of the community's plan to the recreational needs as we have outlined them here.

NOTE: **Precise adaptation to needs is the only safe process for developing recreation areas. It may mean nooks for quiet hours of intense application, or specially adapted construction of pools, or play areas. But as a policy, the development should point to its use, rather than have use conditioned by the pre-developed area.**

"We make a ridiculous fetish of health nowadays. . . . . When we give play, recreation, and the other popular arts their proper place beside the fine arts, we shall avoid, then, the popular error which degrades play to a medical instrument."—*Richard Cabot, M. D.* in *The Soul of Play.*

Educators' Point of View—

Intangibles

By FLORENCE HALE

President, National Education Association

We are confronted with the question of whether or not music and art and perhaps fine literature are luxuries in the school curriculum which may be omitted without great damage to the welfare of the child.

To my way of thinking all three of these subjects are intangible values and their outcomes are more practical in the long run than any subjects taught in the schools. It would not be difficult to argue for the practical value of these subjects apart from their high ethical value. First of all, we must decide what is the aim of education and the answer is, in simple language, to teach a child how to live. That education is the most desirable which enables him to live highly and usefully in the world about him. We might almost say that today education must be of the sort that would enable a person to wish to live at all amidst the maddening maze of things in present day civilization.

The subjects of music and art and literature are often described as the "intangibles" in education because it is rather difficult to put into a brief statement just what their contribution is to our aim of education. However, most of us realize that the most valuable things we have in the world, like honor, love and reverence, are virtues hard to describe in brief statements—about the only things worth preserving, as a matter of fact, in our relationships with each other. So it is with these subjects which are things of the soul, as well as of the mind and of the hand. In these days with the noise and perplexities and the rushing life we lead, it is absolutely necessary that in our education we teach our children to build up resources within themselves—cities of refuge, as Henry Turner Bailey used to call them—to which they may retreat to get courage to face this sort of life. To some, music is a thing of the soul, a

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Leisure and the Schools

By DR. WILLIAM A. WETZEL

Principal, Central H. S., Trenton, N. J.

One of the most significant characteristics of our modern society is the rapid growth of leisure. The harvest of the 1930 wheat crop would in 1885 have taken twenty million more men. Prior to 1919 one man could make about 75 electric light bulbs a day. To make 75,000 bulbs was the work of a thousand men. In 1920 an automatic machine was invented which, with the help of six men, produced 75,000 bulbs in a day. That is, six men then did the work of 1,000 men. Recent improvements have doubled the capacity of this machine.

Now leisure is not necessarily a good thing. That depends on the use to which it is put. The most degraded creature in the world is the monkey in the cage because he doesn't know what to do with his time.

It is the people with no hobbies who have to "kill time" by reading inane books, going to senseless movies and gossiping parties.

"Sir," said Dr. Samuel Johnson, "the reason why a man drinks is that he is not interesting enough to himself to pass his leisure hours without it."

There is no telling where the intelligent use of leisure may lead. George Eastman was a clerk and studied photography during his leisure time. Today the influence of the Eastman Kodak Company extends around the world, and George Eastman was one of America's most useful citizens. The Wright Brothers conducted a bicycle shop and studied flying during their leisure time. The greatest authority on snow flakes is not a scientist, but a man named Bentley in Jericho, Vermont. He has photographed more than four thousand patterns and sold them to jewelers, lace makers and wall paper manufacturers.

A modern education program must recognize the demands of leisure. Play is the safety valve

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Surfacing Playground Areas

(Part II)

This second installment on surfacing describes specific types of composition, including details on mixing.

ONE of the smoothest and most desirable playing surfaces is the mixed asphalt type, similar to that used as paving on important thoroughfares. It is a mixture of about 90% sand and stone dust with about 10% asphalt mixed hot laid and compacted to a depth of 1 to 1½ inches. It is advisable that this surfacing be laid upon a so-called binder course of 1 inch thickness composed of 70% stone, 25% sand and 5% asphaltic cement. When the base course is of asphaltic concrete, the binder course is not needed. A foundation course of cinders, gravel or broken stone is of course required. Sheet asphalt is often used to resurface stone, clay and other types of areas which are already provided with subdrainage. Very satisfactory results have been reported with this type of surface.

Courtesy A. S. Barnes and Co. "Play Areas"

The layout and surfacing of this court facilitate use for paddle tennis, basketball and volley ball.

Cold-Mix * † (Cincinnati)

Sometimes a cold-mix is used with specially prepared asphalt cements known as emulsified asphalt and cut-back asphalt. When mixed with unheated sand or stone they produce a hard surface. Such a surface has been used in Cincinnati for both playgrounds and tennis courts. In this city a concrete base 4" thick and reinforced with steel mesh was used as a base for the bituminous surfacing, the specifications for which are summarized as follows:

Bituminous Surfacing: The bituminous surfacing shall be composed of cut-back tar, of quality meeting the requirements of the Ohio State Highway specifications for cut-back coal tar, mixed with hard limestone chips, all of which have been screened through a ⅜" screen and retained upon a ⅛" screen. These chips shall be of hard limestone, well graded as to size of particles and thoroughly dry when mixed with the coal tar. The mixing shall be done mechanically to assure thorough mixing. Cut-back coal tar shall be used at the proportion of twelve to fourteen gallons to each cubic yard of stone. Each batch is to be of the same proportion.

The bituminous material shall be spread only when the concrete base is thoroughly dry and has set for a period of not less than fifteen days. The bituminous surfacing shall be of uniform thickness throughout after compacting with a self-propelled roller weighing not more than three tons and this thickness shall be not less than one inch.

After the first rolling the contractor shall carefully check the entire surface with a straight edge and any inequalities in the surface shall be removed by raking off or adding new material as the case may be. The entire area shall then be re-rolled and again checked and the process repeated as many times as necessary to obtain a satisfactory surface.

The contractor shall sweep over this surface a sufficient quantity of fine sand to fill the surface voids and shall then apply a squeegee coat of cut-back coal tar. The bituminous surfacing shall then be rolled each day for three successive days.

This is one of the most expensive types of surfacing reported and furthermore a squeegee coat may need to be applied every two or three years to the tennis courts at a cost of approximately $100 per court. In Rockford, Illinois, cut-back asphalt is applied as a binder on a base of limestone, using pea gravel and torpedo sand as a

* For data on this type of surface, see end of report.
† For cost data, see "Surfacing Costs" at end of report.

finish. The approximate amount applied is from 2 to 2½ gallons per square yard.

Laykold Courts *

According to reports, "cold" asphalt surfaces are popular on the Pacific coast. The tennis courts at Stanford University, after five years use, are reported to be very satisfactory. They are constructed as follows:

"Surface mentioned here is called 'Laykold' or 'Bitumuls' procurable in all localities by one name or the other. Our courts consist (1) rolled subgrade to which a weed killer is applied; (2) 4″ crushed rock sub-base—rolled and re-rolled, and crushed rock added; (3) 2″ 'Laykold' base consisting of 'Laykold' and rock mixed in a concrete machine for 1½ minutes; (4) one-half inch 'Laykold' wearing surface consisting of 'Laykold' and bird's eye rock mixed as in (3) above and then trowelled to a smooth surface; (5) a seal coat wash of 'Laykold' is then applied. This wash has to be re-applied every four or five years."

A report from Alhambra, California, tells of a court similar to the above except for the top surface which is made of Bitumuls mixed in a concrete mixer with spruce sawdust. It is applied about three-quarters of an inch thick and the day after being laid it is rolled with a light power roller. The finished surface is reported to be similar in texture to a coarse linoleum and to have considerable resilience.

Cork Asphalt * † (Boston)

A special type of surfacing used on the school playgrounds in Boston and vicinity is a cork asphalt which has been highly recommended by several recreation leaders who have investigated it. The original cost is high but it has proved to stand up under several years' use, it is very resilient and it does not become as hot in summer as many other types of bituminous surface. The following specifications are from the Boston school authorities:

Subgrade for Cork Asphalt

Bring surface of area to be paved to a subgrade 4″ below finished grades, great care being taken to make subgrade parallel to finished grades.

Tar Concrete Base

Upon this subbase lay a tar concrete pavement composed of a base of clean stone that will pass through a 2″ ring, well smeared with hot road pitch, one gallon to the square yard, and thoroughly rolled to bring it to an even grade, to catch basin.

Binding Course

The binding course to be of clean screened rubble or broken stone not exceeding ¾″ in diameter, heated to about 250° Fahrenheit and mixed while hot with hot pitch and tar composition in proportion of about one gallon composition to one cubic foot of stone. This shall spread while hot over the base course already prepared of such depth that after compressed into the base course it shall, with the base course, give a total depth of not less than 3″ thoroughly rolled to a grade parallel to and 1″ below finished grades.

Asphalt Cork Wearing Surface

The wearing surface shall be composed of clean granulated cork, free from dirt and other foreign matter, size not to exceed ¼″ in diameter, and equal in quality to that in which grapes are usually packed, sharp coarse sand equal to the best Newburyport heated to about 250° Fahrenheit and first quality Trinidad Asphalt Paving cement in the following proportions:

Cork	½ cubic yard
Sand	5 cubic feet
Asphalt	32 gallons

These ingredients are to be heated and thoroughly mixed while hot in a mechanical asphalt mixing plant or by hand in a heated pan, satisfactory to the Superintendent, and spread immediately on the binding course and thoroughly compressed and rolled to smooth even surface before cooling. The wearing surface shall be 1″ in thickness after compression. The surface shall then be sprinkled with fine white sand.

Ready-to-Lay Materials

Especially where equipment essential for mixing asphalt is not available, it may be advisable to use some of the ready-to-lay materials that are on the market and that are being increasingly used for the surfacing of play areas. These materials are mixed at the factory and are shipped in cars

* For comments on this type of surface, see end of report.
† For cost data, see "Surfacing Costs" at end of report.

Laying certain types of surfacing is a task involving technical knowledge and precision.

to the job, requiring only a suitable base and simple equipment for spreading and rolling. A two inch layer of intermediate size mix is generally required, which is compacted with a hand roller. Over this surface is spread a fine mix to a depth of about one inch. If a smoother surface is desired the voids may be filled by a mixture of sand and asphalt. The materials may be stored for future use. A number of cities have reported favorable results from the use of this type of surface for tennis and handball courts and general play areas. Among the many types of such materials the following were called to the committee's attention, Amiesite, Colprovia, Tarvia-lithic† and Warrenite. Several park and recreation authorities have reported that Tarvia-lithic surfaces are proving highly satisfactory.

Other Special Bituminous Surfaces

Rock Asphalt, a natural bituminous sandstone is used in several cities as a tennis court surfacing. This asphalt is used as produced, with no preparation other than crushing and grinding. It is applied as a layer from ¾″ to 1½″ in thickness on a subsurface of gravel, cinders, macadam pentration asphalt or concrete. Some cities recommend it highly whereas others which have used it believe the less expensive sheet asphalt to be equally satisfactory. Two types reported in this study are Kentucky Rock asphalt * † and Calrock.

Browne's Velvet * is an inexpensive surface used widely in the southeast. It consists of a subsurface of crushed rock on which is applied hot asphalt road oil (No. 11 gravity flux) on which cedar sawdust is scattered and rolled into the oil. This special surface was developed by Professor A. D. Browne after considerable experimentation. Several recreation leaders do not recommend it because of its tendency to bleed in hot weather. The surface in Tampa, Florida, previously described, is an adaptation of it.

Asphalt cinder surfaces† have been developed and are being used on play areas in many cities. Upon a base of crushed stone or cinders are laid about four inches of clean, washed cinders, which are sprinkled and rolled. There is then applied a coat of bituminous materials which forms a compact surface on which may be added a thin coat of fine cinders. In some cases pre-mixed asphalt coated cinders are used for the surface, with a finished surface of fine asphalt coated sand or stone. As in some other types of courts a green surface may be secured by spreading dark green slate granules over the area. "Colas"† is one of the best known surfaces of this type, although some difficulty due to the scaling of the finished surface has been reported.

Another asphalt type court which was brought to the committee's attention but on which little information is available is Flex-I-Dry.* †

Concrete.* †

Most recreation leaders agree that concrete is not a satisfactory surface for general play purposes. It is too hard, lacking resiliency, and is likely to prove harmful to the feet of the children who play on it. On the other hand it is being used increasingly as a surface for special game courts such as tennis and handball. Although there is opposition to the use of such courts on the grounds that they are harmful to the players, there is testimony to the effect that if thick soled rubber shoes are worn there are no detrimental effects since the shock is absorbed by the shoes.

Many of the reasons given for the growing population of asphalt surfaces apply equally to concrete although the latter is not resilient and it is very difficult to repair such courts if they crack or wear due to faulty construction. Furthermore the cost is greater than in the case of most types of asphalt surface.

Of the cities submitting information in connection with this study, indicating either their preference or experience with "hard surface" tennis courts, five favor concrete as compared with sixteen which prefer or use some type of bituminous surface. In a few cases cost is mentioned as a reason for the choice, but more often the bituminous courts are considered more satisfactory. Perhaps some cities have adopted concrete rather than asphalt for their tennis courts because the construction of concrete surfaces has been standardized whereas there are many different kinds of bituminous surfaces involving a variety of materials and construction methods. In only one city was concrete suggested for basketball and volley ball although it is used for handball courts. In a few cases the bituminous surface is laid on a concrete base.

Detailed specifications for concrete surfaces are not given here because they are available from any of the large cement companies, and as in the case of other types of surfaces, they vary with local climatic and soil conditions.

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* For comments on this type of surface, see end of report.
† For cost data, see "Surfacing Costs" at end of report.

Courtesy A. S. Barnes and Co. "Play Areas"

It is felt that wherever possible turf should be used as surfacing for older girls' play areas.

Miscellaneous Surfaces

In addition to those previously described there are a number of special types of patented surfacing materials on the market. Some of them are comparatively new and the committee has little information as to the extent to which they have proved satisfactory. The cost of shipping these materials is a factor to be considered by cities contempating their use. One surfacing material, known as Rubico,† has been used in a number of cities for tennis courts, running tracks and other play areas. It is a manufactured product primarily of clay and is not essentially different from a high class, clay court. A Rubico Green or Red Top Dressing, a combination of clays, shale, marl and feldspar, is also available in 100 pound bags ready for spreading. It may be applied to any type of court and provides a red, fast drying surface. Fifty bags are required for one court.

Another type is known as the "Har-Tru"† green or red fast drying tennis surfacing. Its cost, however, is likely to discourage its wide use on municipal play areas.

Sawdust

In the northwest where sawdust is available in large quantities it is used with success in the surfacing of playing fields. The following statement by Professor Bovard of the University of Oregon describes the method used by him which has proved satisfactory.

We use a special sawdust that comes from the cut-off saws in the mills. These saws produce a sawdust that is in little cubes about one-eighth inch on the side. We very carefully screen it so that all bark, chips or slivers of wood are removed. If the bark is left in it, it produces an irritation to the skin on account of the very small splinters which come off of the bark. We usually start by covering the field from two to three inches deep with sawdust. If the dirt below is not a dobie or does not contain rocks or a hard shale, we then disc the field very lightly. We then add sand—about enough to cover the field one inch deep. We are fortunate here in having a sandy loam which we get from near the river, which contains approximately the right amount of clay. This mixture of sand and sawdust is again disced, the field is graded and rolled.

When the field is first made, the top surface is very liable to be loose and if it gets too dry the wind will blow the sawdust or a heavy rain will wash the sawdust out of the field. To avoid this we attempt to keep the field moist at all times so that the sand and sawdust will keep the mixture that we have made by discing the field. If the field gets too hard it means that we have added too much clay and we remedy this by adding a little sawdust or pure sand, preferably we use the sawdust. If the field is too loose or too soft, we add more sand and more clay. By experience we have learned the right mixture to make for this type of field. The mixture for one field usually differs from that needed on another. A great deal depends on the subsoil as to what kind of drainage you have but we have been able to play on these fields throughout the entire year, even though after the first of October and up to the first of April we have considerable rain. The field is porous which allows the water to come down through the sawdust which keeps the field from being sticky. If we want an especially dry field in the winter we add another surface of sawdust.

An experiment recently tried on a playground in San Francisco was to cover an area with six inches of spruce shavings and to apply on them two inches of loam as a top surface. Reports have not been received as to the results secured.

INEXPENSIVE SURFACING METHODS

Frequently a city does not have sufficient funds to permit a thorough surfacing job and it is possible only to treat the existing surface. A few suggestions have been made which may be helpful but it should be recognized that the results are not likely to be as lasting or satisfactory as if a new surface were laid. A great deal depends upon the porosity of the soil and the slope of the finished surface.

From California come these suggestions for treating a clay surface:

"After the area has been crowned or sloped for purposes of drainage, it could be disced, heavily or lightly as desired, given a dressing of gravel which should be rolled; then give the area a light top dressing of sand.

† For cost data, see "Surfacing Costs" at end of report.

Following the application of sand the area could be dragged with a flexible steel mat to smooth the area. This being done the area could be sprinkled with a heavy hand roller.

"If there is very little money obtainable for treatment of the surface, attention should first be given to the grade or slope of the area (give it plenty of slope), then with crank case oil, which can be secured for little or no price, sprinkle the area, then roll. A good ground man can do a good job with crank case oil."

Another inexpensive treatment for a loam or clay surface is to apply and roll into it a thin layer of torpedo sand. From Santa Barbara it is reported that a very satisfactory play surface is secured by merely topping their hard surfaced grounds with cold oil and sawdust—at a cost of little more than one-half cent per square foot. Troy, New York, reports that about a yard of limestone crusher dust sprinkled over the surface of a clay court and thoroughly rolled binds well and aids the drying out of the court after a rain.

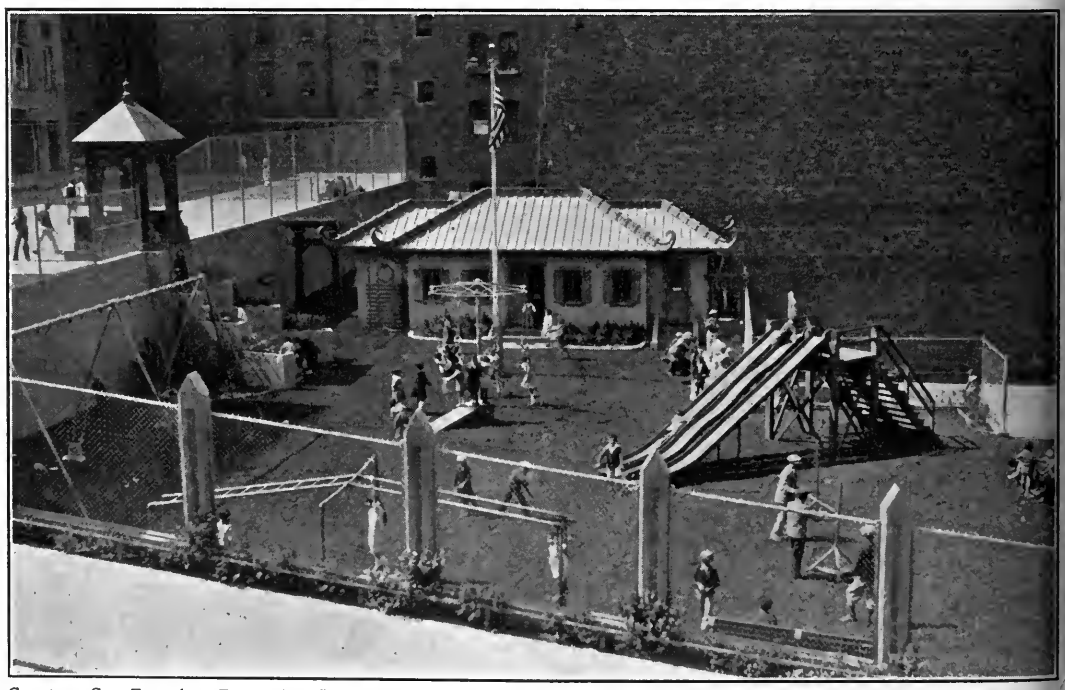
One of the most important factors to consider in improving a playground surface, especially where the soil is either too heavy or too light, is the proper testing of it. It is often possible to improve play surfaces merely by the addition of the proper amount of sand or clay loam, depending upon the condition revealed by the tests. This treatment is relatively inexpensive, but the proper amount and type of materials to be added can be determined only after a study of the soil condition of the particular area. It is possible to improve even coarse crushed stone surfaces by adding the proper amount of stone dust, puddling, rolling and treating the surface with calcium chloride.

SURFACING UNDER APPARATUS

Special provision for surfacing is required under and around certain types of apparatus in order to avoid or reduce injury in case of falls. This is especially essential under such types as the horizontal bar, trapeze, flying rings, horizontal ladders and other similar apparatus. It is also advisable to provide a soft landing pit at the foot of slides. The materials best suited for such use are tanbark, sawdust, shavings and sand—either alone or in combination—or light loam spaded and raked frequently.

If tanbark is used and the apparatus is concentrated it is advisable to excavate the entire area a few inches and set planks on edge around the border before laying the tanbark to prevent it from being scattered. In San Francisco three inches of tanbark are laid on the bare ground under the apparatus in the small children's section. It is very light of weight and springy, affording a cushion surface, packs well and is easily drained. The only maintenance required is occasional raking to loosen the

San Francisco favors tan bark surface under apparatus.



Courtesy San Francisco Recreation Commission

surface, and the adding of more tanbark to replace that which is worn. "This material lends a soft reddish brown color which when properly placed in wide areas having architectural form add interest and orderly appearance in a general playground pattern. The color contrasts especially well with the blue-gray of limestone screenings used as a border within the fenced portion where apparatus is placed, these two colors contrasting in turn with dark green foliage masses with light green lawn strips bordering stone or cement walks outside the fence."

As a rule the regular playground surface is laid around such types of apparatus as the see-saw, giant stride and traveling rings. The area under the swings, however, affords a problem since holes are made under the swing seats unless a special surfacing is laid or frequent maintenance is provided. In a few cities a large concrete slab is laid under the entire swing area but this not generally approved because children falling from the swings are likely to be injured on the hard pavement. Furthermore it is very expensive. In other cities a strip of concrete some ten inches wide and four to six feet long is laid under each swing. Although it prevents holes, the objection has been raised that children are likely to be hurt in falling on the edges or corners of the concrete slabs which require care to keep them flush with the ground. Experience does not favor their use.

A method which is reported as successful is to sink in the ground under each swing a creosoted 2"x10" plank several feet long which prevents holes from being dug in the surface. The edges and corners are rounded so as not to injure a child falling on the plank. Bituminous surfaces are sometimes used. Another suggestion has been made that a narrow ditch be dug under the line of swings and filled with gravel so as to drain the ground under the seats and prevent the water from collecting there. In any case the ground under the swings and around other types of apparatus requiring no special surfacing should be free from protruding rocks and all other obstructions and care should be taken to prevent the formation of holes which not only collect water but are likely to cause accident.

COLORING CONCRETE AND ASPHALT SURFACES

An objection frequently raised to concrete surfaces is that they have such a glare as to make play on them annoying and difficult. This has been eliminated in several cities by the use of mineral pigments. For example, in Oak Park, "after considerable experimenting we chose a light shade of red because it is in pleasing contrast to the green and shrubbery and because it provides a playing surface that does not reflect bright sunlight." The pigments are mixed with the concrete in the wearing surface. In Mariemont, Ohio, battleship gray coloring was added in mixing the final wearing surface at the rate of about four pounds per bag of cement. Two pounds of lamp black for each bag of cement were added to the surface finish of concrete courts in Pasadena. Six or eight pounds of chromium oxide per bag will give a dark green color, but this has a tendency to fade, according to reports.

As noted in some of the specifications in this report, cement, sand or colored slate granules are sometimes spread over the wearing surface of asphalt courts in order to give color or to lighten the surface. Difficulty in obtaining a satisfactory coloring has been reported in one city.

Marking Lines

An advantage of asphalt and concrete courts is that lines marked upon them last for a long time. White lines are generally used on asphalt surfaces and they may be painted on with white road paint. "It is wise to first apply a coat of aluminum paint to keep the asphalt from reacting on the white paint and causing it to turn yellow." It has also been suggested that a coat of shellac before painting the lines causes them to last longer.

Permanent lines may be obtained in a concrete surface by having the cement trowelled out the proper width and about one-half an inch in depth and by filling these lines with white cement and *white* sand, if white lines are desired. If the lines are to be colored, proper materials may be mixed in as previously described.

Surfacing Costs

It is obvious that unit costs for various kinds of surfaces cannot be given because of the different scales of local prices of materials, labor costs, soil conditions affecting cost of excavation and amount of subsurface required, and various other factors. In reporting costs, some of these factors are often overlooked or certain items are omitted entirely. In the case of special game courts, reported costs sometimes include cost of enclosures.

The following table of reported costs is presented, not as a definite guide to estimating local surfacing costs but rather as indicating the amounts which have been spent in several cities for the construction of various types of surface. The asterisk (*) indicates that specifications for or information concerning the particular type of surface is given in this report. It is assumed that fencing costs are not included unless specified. The costs are for 1930 or 1931 unless otherwise indicated.

PLAYGROUND SURFACE

Type of Surface	*City*	*Cost*
Top Soil *	Cincinnati, Ohio	$ .80 per sq. yd.
Limestone Gravel *	Cincinnati, Ohio	$2.97 per sq. yd.
Rock Screenings *	Wilkes-Barre, Pa.	The finished surface (including hauling, spreading, sprinkling and rolling) should cost $.27-.30 per sq. yd.
Slag Screenings on Cinder Base	Cleveland, Ohio	$ .72-1.20 per sq. yd.
Bituminous * (on Concrete Base)	Cincinnati, Ohio	$3.10 per sq. yd.
Cushion Surface *	Indianapolis, Ind.	$1.35 per sq. yd.
Cork Asphalt *	Brookline, Mass.	On jobs from 300 to 2,000 sq. yds. from $2.50-$3.00 per sq. yd. The cost of surfacing itself (1″ thick) about $1.50 per sq. yd.
Colas	Bronxville, N. Y.	"The average installation would run about $2.10 per sq. yd."
Cinder-mix	Des Moines, Iowa	"For purposes of estimation I would say that $.80 to $1.00 per sq. yd. would cover all costs of grading and surfacing."
Kyrock	Harrisburg, Pa.	$1.15-1.25 per sq. yd.
Tarvia-lithic	Union County, N. J.	$1.29 per sq. yd.
Colas	Union County, N. J.	$1.31 per sq. yd.
Tarvia-lithic	Newark, N. J.	$1.33 per sq. yd.
Sawdust Cushion *	Tampa, Florida	$ .74 per sq yd. (using dept. labor)
Cushion Surface * (Oil and Sawdust)	Santa Monica, Calif.	$ .45-.54 per sq. yd.

TENNIS COURTS—BITUMINOUS

Type of Surface	*City*	*Cost*
Cut-Back Asphalt or Tarvia	Rockford, Ill.	$1,000. to $1,200. per court.
Asphalt—Penetration Oil	Pasadena, Calif.	A standard size court with a chain link fence costs approximately $700.
Westphalt A	Detroit, Mich.	$1,350. (approx.)
Sheet Asphalt	Detroit, Mich.	$ 910.-1,100. (approx.)
Concrete	Detroit, Mich.	$1,350. (approx.)
Kyrock	Detroit, Mich.	$1,450. (approx.)
Colas	Union County, N. J.	$1,575.69 per court — These figures are based on total costs of laying a battery of four courts, two of each type and they include fencing and equipment costs.
Tarvia-lithic	Union County, N. J.	$1,560.81 per court
Sawdust Cushion	Orlando, Florida—1928	$400. per court (2 courts)
Sawdust Cushion *	Tampa, Florida—1928	$350. per court (2 courts)
Bituminous * (on Concrete Base)	Cincinnati, Ohio	$3,000. per court (This price represents total cost including fence, gates, posts, etc., in battery of four.)
Flex-I-Dry	Springfield, Mass.	Cost of materials is $450. per court with supervision for building where two or more courts are constructed at one time. Expense for cinders, labor and drainage not included. Total cost may run up to $1,500. per court.
Concrete	Pasadena, Calif.	"A standard size court with a chain link fence costs approximately $1,500."
Concrete	Minneapolis, Minn. 1927	Four courts with backstops cost approximately $6,000. or $1,500. per court.
"Har-tru"	New York	One court—$1,450. plus two adjacent courts $2,550., approximately $1,000. per court for excavation and preparation of base.

RESURFACING COSTS—TENNIS COURTS

Type of Surface	*City*	*Cost*
Concrete	Oak Park, Illinois	$1,100. on old court of clay or limestone screenings; $1,000. per court in a group of three.
Sheet Asphalt	Reading, Pa. 1931	Four old clay courts resurfaced at total cost of $2,538.95 or $634.74 per court.
Rubico Red Top Dressing	Westfield, N. J.	Materials—$100 f.o.b. Labor—one day of unskilled labor.
Crosco Road Oil Sawdust	Santa Monica, Calif.	$.10 per sq. yd.

COMMENTS ON VARIOUS PLAYGROUND SURFACES

The following are a number of comments from recreation officials with reference to their experience with different types of surfaces:

South Parks, Chicago, Illinois

"In one of our larger small children's playgrounds, we have sod surfacing. It is undoubtedly the ideal surface, but it can be maintained—even under the feet of small children—only because the ground is a large one for the attendance. It is not practical for the small grounds to attempt a sod surfacing, nor for those where extremely heavy use is a probability.

"We have tried sifted cinders, but they are sharp, crush into dust, which is dangerous to the eyes when blowing about the grounds, and their black grimy color is objectionable. We have used crushed limestone, but it packs too solidly, and is extremely subject to being blown about as dust. It also is glaring in color, and we do not consider it a satisfactory surface.

"We have put a light coating of Torpedo Gravel or Granite screenings, 1/16 to ⅛ screen, about one stone deep, over heavy black loam. The black loam cuts under the gravel, however, and makes a dusty, loose surface which is objectionable. We have treated this surface with light road oil, in an effort to hold the dust down, but the road oil makes a grimy condition which blackens the hands and faces of the children, gets onto their clothing, tracks into buildings, and is generally unsatisfactory.

"We have tried cork brick under apparatus, but discontinued its use; our recollection is that the objection to this type of surfacing was that it heaved during the winter. At least there was some objection which made the continued use of this sort of surfacing unadvisable.

"For a time we also tried granulated slag. It had a tendency to harden, however, and it also was discontinued.

"Our present surfacing in most of our grounds is the result of some 25 years of experiment, therefore, and while we do not claim it to be an ideal surface, I have no hesitation in saying that it is the best that I know about. . . . .

"This type of surface has several advantages. It is springy under foot, and yet it has a granular texture on the surface to provide secure footing. With the calcium chloride, it remains free from dust, and what dust does blow up from it is not sharp and cutting if it gets into the eye of a child, as cinders, for example, would be. The appearance is pleasing. The children's hands and bodies do not show black where they have become soiled with contact with such a surface. The color does not attract heat as a black surface does, it remains cool and attractive, even on a hot day, and consequently does not mar the general landscaping effect in a park which makes some pretensions to beauty of appearance."

Courtesy San Francisco Recreation Commission

Areas that are too small in proportion to attendance can be surfaced with loam and shavings.

Pasadena Schools, Pasadena, California

"The surfacing that we use to best satisfaction in Pasadena includes treatment with calcium chloride on loam surfaces and in certain field areas we provide turf with a sprinkling system.

"We favor concrete for tennis courts but for basketball, volley ball and similar court areas the formula as used by the Santa Monica City Schools we consider the best."

Oak Park, Illinois

"These two concrete courts prove to be satisfactory from both the playing and the maintenance standpoint and as a result we have since rebuilt others until twenty-four of the twenty-seven courts in our parks are paved with concrete. . . . . Tennis players in Oak Park are enthusiastic about our concrete courts."

Mariemont, Ohio

"These concrete courts proved quite satisfactory. . . . . After two seasons a pair of asphalt courts was built adjacent to the concrete. The superior service of the asphalt was evidenced by the desertion of the concrete playing surfaces in favor of the asphalt. The real objection to the concrete when compared with the asphalt was the hardness and slipperiness. . . . . Our experience leads us to recommend the asphalt courts."

A Recreation Official of Wide Experience

"Cork asphalt is the best hard surface I have seen. It is not hot in summer as the cork prevents that. There is no 'hard luck' with it; does not crack, stretches and stays put. It is not as expensive as concrete but better."

Spokane, Washington

"The authorities of this Department like the asphalt hot mix and it costs us just one-half as much as the Laykold which costs us $1,000 per court. (Hot mix courts laid by city asphalt plant).

Indianapolis, Indiana

"We have had five cushion playgrounds in service through both summer and winter which have endured through all types of weather. They have stood up well, and we have had absolutely no trouble with this playground. . . . . This yard has more than met the requirements of the Physcial Education Department and the Buildings and Grounds Department. . . . .

"We have been carrying out our experiment for over a period of ten years. We have tried tanbark, cinders, gravel, crushed stone, and finally our own designed 'Cushion Playground.'

"No children have been injured where we have this type of playground, while any number of them have been injured and infections set in at schools having tanbark, crushed stone, etc. . . . .

"We have tried to color these yards, but we have not been successful, as the coloring materials fade."

Berkeley, California

"In 1926 we built eleven courts (Laykold or bitumuls) and find them to be very satisfactory after five years use." From Stanford University.

"Out here in the West we find Laykold very popular for surfacing." From Recreation Department.

Wilkes-Barre, Pa.

"We are replacing all playground surfaces as rapidly as money is available with the patented Kyrox. We have found it the best for playgrounds, tennis courts, volley ball courts, etc. . . . . It has a degree of resiliency lacking in concrete. Although black in color, it is a clean surface."

Harrisburg, Pa.

"We have used Kyrock for playground surfaces, tennis courts and pleasure driveways and in all cases it has proved to be a A No. 1, first class material."

Detroit, Michigan

"I do not believe that concrete is more satisfactory than Westphalt A and sheet asphalt because the concrete is too hard on the feet of the average tennis player. . . . Westphalt A and sheet asphalt on the other hand are more resilient and not so hard on the players and in general are much more satisfactory than concrete courts.

"The Kyrock court is satisfactory but its cost is much higher than sheet asphalt. . . . . We discontinued Kyrock courts because they were too expensive and our experience with tarvia was not satisfactory."

Memphis, Tennessee

"The rock asphalt court has proved very beneficial from a maintenance standpoint. However, it isn't so very popular with the players as the court gets hot and is very tiresome on them. We have put in only one gravel, sawdust and oil court by specifications of Professor Browne. This necessitates considerable work as it bleeds continuously and sawdust must be thrown over the surface."

Oshkosh, Wisconsin

"I have been observing playground surfacing for fifteen years and my experiences dictate that the Milwaukee plan is the best and the second, the South Park System."

Springfield, Massachusetts

Commenting on Flex-I-Dry tennis courts that have been through one winter season. "In the early spring there seemed to be some heaving and the court did not come back to its original grade. It is my personal opinion that if this should continue from season to season it would eventually unravel the surface."

(Continued on page 306)

Members of the Committee on Surfacing

L. R. BARRETT, Chairman, Director of Recreation, Board of Education, Newark, N. J.

W. L. QUINLAN, Supt. of Public Recreation, City Hall, Tampa, Florida.

W. H. BOWLES, Supt. of Union County Park Commission, Administration Building, Warinanco Park, Elizabeth, N. J.

RAYMOND E. HOYT, Supt., Dept. of Playgrounds and Recreation, City Hall, Los Angeles, California.

ERNST HERMANN, Supt. of Playgrounds, City Hall, West Newton, Massachusetts.

JOHN J. McCORMACK, Supervisor, Bureau of Recreation, Dept. of Parks, Claremont Park, Bronx, New York City.

***WILL R. REEVES, Director of Recreation, 328 City Hall, Cincinnati, Ohio.**

THOMAS LANTZ, Supt. of Recreation, City Hall, Reading, Pennsylvania.

ARTHUR LELAND, Supt. of Recreation, City Hall, Newport, Rhode Island.

JAMES A. GARRISON, Supt. of Recreation, City Hall, Austin, Texas.

K. B. RAYMOND, Supt. of Recreation, 325 City Hall, Minneapolis, Minnesota.

* Deceased

Physical Education and the Machine Age

By JOY ELMER MORGAN
Editor, Journal of the National Education Association
Washington, D. C.

At the 37th annual meeting of the American Physical Education Association held in Philadelphia last April, Mr. Morgan, Editor, Journal of the National Education Association, discussed three important problems. In this very brief digest of his paper we are presenting the main points made by Mr. Morgan. The complete address may be found in the June, 1932, issue of the *Journal of Health and Physical Education*.

In what ways is the machine age affecting our lives? (2) What changes should be made in our ways of life in order that we may enjoy the advantages of the machine age and avoid its dangers? (3) What can you personally do to improve conditions?

(1) The machine age has brought about an increasing amount of leisure, a higher standard of living, the concentration of population in cities, the concentration of financial and industrial power, and a change from active outdoor to sedentary indoor occupations.

(2) As to the changes which should be made, let us face the facts as they are. The machine age is here. We may as well make a realistic analysis of our situation and set ourselves seriously to work to find ways of adapting ourselves to it. We should face the fact that fewer men working fewer hours now do the world's work. We are approaching a time when the mere providing of food, clothing, shelter and transportation must become a minor rather than a major phase of human activity. We face the need to distribute this work so that there will be a fair share for all. Our age must develop a sense of economic justice in keeping with the new conditions. Preparation for leisure is one of the major educational problems of our day. The time has come when recreation must be thought of as one of the major phases of education for both children and adults.

America has the highest standard of living in the world, but it is not high enough. Housing, education and recreation must be expanded. The school of tomorrow will be a community institution.

The concentration of population in cities might easily be made an advantage rather than a disadvantage if the cities were planned for worthy living. The power which the machine gives may well be used to make our cities centers of health and happiness for all. Garden cities, such as Radburn, New Jersey, which are growing up are prophetic. The city of tomorrow will be planned around the home as its center. The home itself will provide for sun and light and fresh air. There will be places for play, both indoors and out. There will be an opportunity for gardens and neighborhood activities. Schools and homes and parks will be interrelated. These are some of the more obvious changes that lie just around the corner. They are of such vital importance that they cannot be left to the uncertainties of commercially-minded realtors. They demand for their realization city, county and state planning and a large measure of public finance.

The concentration and misuse of financial power I believe to be a passing phase of our civilization. In the end the masses will assert themselves in one way or another. The pressure of the ballot box and of vigorous public opinion will counteract the tendency of those who hold the great wealth to seek the control of government itself. A new leadershp will arise and in one form or another will assert itself.

(Continued on page 307)

Mental Health and Play

By
ESTHER L. RICHARDS, M.D.
Phipps Clinic
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Baltimore, Md.

Courtesy Seattle Department of Parks

In that play provides satisfaction it is salutary to the mental health of all children.

Interest in the play life of the young child is a matter of relatively modern consideration.

THERE is probably no topic of our group and individual life that has aroused so much discussion in the past and even during the present as the subject of play. The history of play has never been written, but it would make interesting reading. When it is written it will doubtless be treated from the standpoint of periods of civilization that have taken the play life of child and grown-up seriously, and periods that have adopted a casual and even aggressively antogonistic attitude toward play.

The cultural epochs of classical periods of history featured athletics as a definite part of the education of adolescents. The building up of the body was the Spartan's way of preparing its future citizens to resist conquest, to reproduce hardy offspring, to master individual emotions that might hamper the strivings of the group. The relation of diet to the building up of bodily vigor was the forerunner of training tables for crew and football teams. Play to the Greek boy meant a possibility of achieving distinction in Olympic games. Competitive struggle for physical prowess was idealized as a form of national achievement by a race that was doing its best to resist the soft influences of Asiatic culture. There was nothing commercial about it, with betting on winners, the paying of large salaries to professional coaches and outstanding players. If photography had been known B. C. there would have been no pictures of baseball players signing $75,000 contracts for one season. Play in this period of history was a sport pure

and uncommercialized—open to all sorts and conditions of youth. The esthetic side of play was not forgotten. Here in those early years developed the dance which attempted to interpret the spirit of a national life.

With the decadent period following the empires national play became commercialized to gladiatorial combats in which man and beast indulged in orgies of bloodshed to satisfy the jaded tastes of the populace. In the civilization that followed the settling of Europe organized play had little place except in the form of isolated activity such as tournaments and jousting, and even this had to be rationalized for religious purposes to glorify saints and sanctify causes. There was something in the atmosphere of the Reformation that frowned on play as a waste of time amounting to sin, and this belief hung on to Christianity for hundreds of years. It was particularly strong in the Puritan and Huguenot reactions, following these movements in their settling of this continent.

England, and here and there a country on the Continent, quietly but progressively ignored Puritanical ideas of play, and have gradually built up a wonderful heritage of wholesome traditions about sports and games. England, perhaps more than any other country has grasped the meaning of the relaxing aspects of play. England plays as a nation because it enjoys play. The Englishman whether he golfs or plays tennis or races horses does it because he likes it. He learns as a boy in school and university and on the village green to take up some form of play, and as he grows older he turns to his play as a respite from the burden and heat of the day. He is not after a championship. Year after year we take his yachting and golf and tennis trophies from him, but he still keeps good-naturedly on — enjoying the game and not the prize. It is a magnificent spirit. No nation has suffered as the English have suffered during the last fifteen years, and no nation has done so little groaning and whining. They have taken their losses and personal bereavements, and the torturing uncertainties of empirical collapse with an equanimity and grace unequalled by any people I know of. And I think this spirit is the result of an emotional balance learned in childhood through the educational possibilities of a real enjoyment of play.

It is by reason of these facts of the past and the urgency of our needs of the present that the psychology of play is coming to be a topic of practical interest to us all.

"In times like these invest in boys and girls. Men talk about buying stock at the bottom. When you invest in a boy or girl you are always buying at the bottom. You are sure that the youngster is going up and there is no telling how far. "I invite every man and woman in America to take a flyer in Childhood Preferred. I predict a great future for this security. It has investment merit combined with the most exciting speculative possibilities. You are sure to get a man or a woman; you may get a great man or a great woman."—*Bruce Barton.*

Psychology of the Early Play Life

The mental health aspects of play may be roughly divided into two main trends: the first has to do with the role of play variously organized in developing the coordinative mechanisms of child and adolescent and grown-up and training the intellectual controls of the organism through planning and judgment and well-timed inhibitions; the second has to do with the role of play in supplying pleasurable and relaxing satisfactions that are so desperately needed in educating a human being to emotional maturity. It is, of course, quite impossible to separate these two roles in any given child or grown-up. But I feel that it is the latter aspect which deserves to be the major goal of educational strivings. Research in the psychology of the pre-school child has focused considerable attention on the possibilities of play in the creative development of the child. It has found that imitation and repetition are two great outstanding characteristics of the early play reactions. These reactions function at the level of natural activities. Action is the keynote of behavior. The activity of childhood has always registered on the environment of home and school in a very positive manner. The activities of children were in the past considered desultory annoyances accompanied by noise and restlessness which we grown-ups either ignored with as much Christian patience as possible, or else tried to subdue with reprimands and exhortations that aimed to establish what we called better conduct patterns directed towards making the child sit still, to stop talking all

the time, to be less egotistic—in short, to behave in such a way as to give us a little peace. Wise parents and teachers caught on to the fact that if they gave the child something to do, or turned him loose in a playroom or out of doors he was happy. But until comparatively recent times we have given little thought to directing the child's activities.

A child wants to carry out himself all the activities he sees going on around him, and having once done or said a thing in a given way he wishes to do it and say it again and again. Our recognition of this has resulted in supplying him with all the toy-sized implements he sees used by grown-ups. Go into a nursery school and see the pleasure which eighteen-month and two and three and four-year-olds get out of chairs that fit them, toilet equipment that they can reach and manipulate for themselves—doll beds that can be made and unmade, brooms and dust clothes which they can use, nails and garment hangers in rows near the floor. Compare the ease with which orderly habits of hygiene and living can be taught to children so surrounded with the irritations and nagging that ensues when these little creatures are dependent upon grown-ups to lift them up to do this or that, to hand things down to them, to have their hands washed and their teeth brushed and their clothes hung up. By the time John and Mary are big enough to reach all these things for themselves, they hate the whole business of washing and hanging up clothes and keeping their possessions neat and orderly. Again, the use of hammer and nails and scissors, so destructive to environment of the past, have great creative possibilities under a little direction and encouragement and guidance. The development of space perception and space concepts can be brought out through playground apparatus of swings and teeter boards and jungle gyms of appropriate size, whereas these outfits were formerly viewed as dangerous. Accidents are rare in nursery school and kindergarten because the child learns to use his body constructively, and at the same time he is enjoying the experimenting.

The next step in the education of a child's sensory and motor capacities is that which has to do with an attempt to express what we might speak of as esthetic creativeness. First he makes things that are useful to play with, then he begins to make things he likes to look at. We have paid little attention to studying this aspect of child nature. There is no doubt but that children at a very early age think about what does and does not look beautiful. They notice and absorb tones of voice and expression of faces, and combinations of color and sound. In other words, they think about what they see and hear, and begin then and there to form standards of esthetic appreciation which are carried all through life. This thought life most frequently takes a dramatic form of expression in the acting out of a story told, or a song heard, or the bodily reproduction of any rhythm. Children vary greatly in their ability and willingness to express their creative instincts, and it is most important that parents and teachers should not force the child to develop faster than he shows enjoyment in developing. It is so natural for an enthusiastic grown-up to think he has discovered a talent for music or drawing or poetry or manual skill, and feature this supposed talent to the exclusion of the great range of interests that await a latent birth. The small person may feel that he must produce in order to keep up to expectations, or he may become timid and embarrassed and cease to express himself at all. Self-consciousness must be avoided at all costs. The prodigy is rare; the child with varied capacities for enjoyment and satisfaction is dirt common. Spread as many opportunities for constructive development before him as possible, but do it in a casual and inconspicuous manner. In other words, let enjoyment and a feeling of satisfaction determine the quality and quantity of the earliest play life, and you may be sure that subsequent years will take care of themselves. It is the pleasurable and relaxing ingredient of play that constitutes its greatest contribution to good mental health.

I have dealt at considerable length upon the psychology of the early play life of childhood, because of its great importance in the growth of permanent and durable satisfactions in later life. There is a popular idea that an adolescent who has never played can suddenly be thrust into a camp or boarding school and learn all about it in a week or two. I am a believer in summer camps, but there would be more happy children if some little campers could be gathered up with families in mountain or sea-

side home and enjoy themselves without schedules and routines. A nine-year-old boy who is most skillful in the use of carpenter tools and a good auto mechanic already wrote me last summer, "This is the first minute I've had to write since I came, because I've been so busy fooling away my time up here." He had been clay modeling and trying to reproduce landscapes in water colors. A girl of thirteen wrote me last week, "Please ask father and mother not to send me back to that stupid camp again this summer. I know how to do everything they have, and I'd much rather stay home and read." Her parents go to Europe every summer and salve any parental conscience they may have about summer plans for their children by putting son and daughter in expensive camps. There is something wrong with these two camps if bright, active children are bored with them.

Organized athletics for high school and college has won recognition, but parent and school interest in systematic play is still in its infancy. Yet every public and private school which has tried the platoon system, or its equivalent in afternoon play for young children, has never abandoned it except for lack of money. But it is in adolescents, perhaps, that we see the results of time and money spent on play as we do not see it in the young child. The beginnings of adolescent play were found in calesthenic and gymnasium work. My impression is that this form of physical exercise was very unpopular—in fact so unpopular that it is being replaced as far as possible by group games and dancing and the optional substitution of formal athletic exercises with squash and fencing and tennis and bowling. I recall with pain the gymnasium periods of preparatory school and college. The conscientious girl went through them from a sense of duty. The rebel haunted doctors' offices to get excuses. There was no fun in any of it. In fact, it was all a horrible bore. When spring and fall offered opportunities to try out for the few teams that existed, only the stars had a chance. Mediocrity never played, but was supposed to sit on the field and root. There was no basketball, soccer and hockey for everybody.

Courtesy Hope Farm, Verbank, N. Y.

One value of the team game is that it calls for the "submerging of individualism for the good of the group."

Role of Play in Supplying Satisfactions

Today a great change has taken place, and there is a chance for every high school boy and girl to play some kind of a game. It is in the game and the dance that the element of greatest relaxation and diversion lies. It constitues something to strive for, to be interested in. It brings out the finest qualities in human nature that call for the controlling of impulses, the submerging of individualism for the good of the group, the cultivation of a sense of responsibility for the achievement of a unit of which one is a part. In fact, the development of a sense of fair play is something which education finds very hard to do, and it is in clean sport that our greatest helpfulness lies. I have seen athletics make over adolescent material that seemed quite hopelessly unstable.

For example, in February 1922, Joseph, aged 7 years, was brought to us by his mother at the suggestion of teachers because he was excitable, trembled at every sound, was so afraid going down the Bay on an excursion that he make a scene on the boat. He was the only boy of four children who lived in a crowded house on a small dirty street near the water front. The mother was careless

Courtesy Hope Farm, Verbank, N. Y.

Play is a most important ally in helping growing personalities to enjoy group contacts.

in appearance, noisy and overtalkative. There was nothing for him to do if he did go out of the house. The school playground was a crowded yard. He was miles from a park. Joseph struggled on through school, began repeating grades at 12 years and continued to do so till he left school at 14 years in the 7th grade. In 1928 he got his first job as a shipping clerk's helper at $10 a week. He was laid off at the end of a year. His second job was helping an auctioneer for five months, and he has been in his third for two years, earning $11 a week. From a puny, nervous, irritable, whining boy of seven, Joseph has grown in the last ten years into a large, husky, fearless chap, well liked by employers and steady in habits. When asked about himself and the change in him, Joseph says that he began to be different when he got interested in athletics after leaving school. He never got any chance to play till junior high school, but he continued it after leaving school, made a local soccer team, has become skillful in boxing, and plays baseball spring and summer with no small distinction. He has the intelligence of a child of twelve years, and he will never have any more. But Joseph is as well-balanced an adolescent as one can find in these days. He is dependable, steady, and carries responsibility far beyond his intellectual capacity.

Joseph found his salvation in play by chance. What if we had opportunities in our public school systems to offer thousands of other boys and girls like Joseph a real opportunity to find emotional stability in wholesome play!

The mentally retarded and dull normal adolescent needs this form of education as much as, if not more, than his intellectually normal companions, but physical education hardly ever reaches him before he leaves school, because physical education is arranged to begin with the junior high school period, and these children never get there.

For many years now we have arranged things at School No. 76 in Baltimore, so that these retarded and dull normal children at twelve years of age divide their school time between formal classroom work, athletics and shop work. They take their team work with the intellectually normal boys and girls. As you see them playing side by side it is impossible for even the keenest observer to detect the retarded from the normal in the judgment and poise and sportsmanship shown. They have no special privileges. They hold their own with a consciousness of perfect equality in competition. Play furnishes for them the educational opportunities of achievement in which the individual feels that he is accomplishing something that is worthwhile. Formal school programs for the retarded and the dull normal are weak in the sense that they do not furnish activity that the adolescent can experience success in. The greatest factor in the growth and development of a human being is his consciousness of experiencing satisfaction in the thing that he does. Satisfaction in the thing done is far more salutary to mental health than strivings after the thing dreamed of and contemplated in fantasy.

But if play is a balancing factor of the personality to the retarded and dull normal child groping for a sense of accomplishment among the bewildering impossibilities of school life, it is of even greater importance to the child and adolescent who finds group contacts difficult—I refer to the timid, seclusive, reticent, standoffish boy and girl who find it hard to mingle

with others and do not know how to begin. Sometimes they come from homes where fathers and mothers feel that the common herd is not good enough for their child, and pick on this and that companion as not quite suitable. They bemoan the fact that they cannot send son and daughter to private schools, and take out their regret in limiting the child's associations. They encourage solitary recreations such as swimming, roller skating, bicycling.

"More than any other group in the public schools the child of superior intelligence needs a good recreational program. Recreation is a powerful factor in personality development, and no school can consider itself efficient in the education of the superior child that does not make extensive use of the benefits of recreation... Adequate recreation during adult life is essential to continued success, and the ability to enjoy recreation requires development from early childhood."—*Bruce B. Robinson* in *Understanding the Child*, June 1932.

I recall a 12-year-old girl with the intelligence of an average adult who has been pushed to skip grades and get ready for college early. The mother brought her because she is draped around the maternal parent, depending on her study with her, to supply her amusements, to cater to her whims. And mother is thoroughly fed up with it all now. This girl has a pitiful scorn of her public school companions. She has never played a game in her life. She recently stole off to play hand ball with an Italian schoolmate on a vacant lot. She backed out into the street, collided with an automobile and suffered a Pott's fracture of the ankle. It is held up to her as a judgment of Heaven upon her disobedience in associating with a forbidden playmate. Again a boy of thirteen comes with his parents because he stays away from home, steals money to go to movies and neglects his school work. Inquiry into his story reveals the fact that he has been denied all play life, and not allowed even to attend ball games. Boy Scouts are frowned upon as beneath the family dignity. His recreational life is at zero. His father and mother had none as children, and see no need for him to have any. A colored girl of 11 is taken into the juvenile court for playing on vacant lots at late hours. Her grandmother never wants the child out of her sight.

Here is a rich field for parent education, and it is practically untouched by the experts. Home and school have their greatest point of common interest in the play life of child and adolescent. In a school that acts as a community center of its district in Baltimore I have seen parent education blossom as the rose through the medium of gymnasium and outdoor playground. Fathers and mothers and even grandmothers have their basketball teams of a winter night. Make athletic fans out of the grown-ups of the family, and you will have no trouble in managing the children.

The Scout movement in this country is in my opinion one of the most wholesome expressions of education we have in our midst. We have found in our Psychiatric Dispensary that if we can sell the Scout idea to fathers and mothers we have got at the root of their so-called disciplinary problems. It is of comparatively little use to preach honor and a sense of fair play and a feeling of social responsibility for property rights and the upholding of law unless we can get this over to the growing indivdiual in terms of how a group feels about it. We are gregarious, not solitary, in our thinking and action. We have respect for what the group does; we subscribe to their codes; we want social approval more than any other one thing. A boy or a girl who becomes a good Scout is a person whose ideals are sandwiched with opportunities for the expression of wholesome ideals. To the Scouts I turn more and more for a practical re-education of faulty habits of social organization, and for a building up of those principles of square shooting which must lie at the bottom of good citizenship. It is most important that our Scout leaders—men and women—be carefully picked not as technicians of play, but as wise and enthusiastic leaders of an idealism practical enough to appeal to sturdy youth. Sentimentality and moralizing will never help anybody. We learn only from action, and grow through the trial and error method of our mistakes.

Play and Personality Development

The field of group play is confronted by a challenge of educational possibilties hardly yet realized. From the standpoint of formal

pedagogy physical education is still in the step-child stage of existence. It is tolerated in some places; it is featured in others; but its possibilities are, in my opinion, nowhere recognized as they should be. The playground is a great laboratory of behavior which is not contributing to research as it should, because it is not given half a chance. Nowhere on school cards of academic or health import does one find data about how the child and adolescent behaves—unless he commits some flagrant breach of bad manners. Yet careful observation of behavior here would constitute valuable information concerning the mental reactions of boy and girl. Prowess expressed in the winning of prizes and the carrying off of championships is recognized as it should be, but there are other matters of just as great importance. The timid, cowardly, yellow performer is material that should not be overlooked.

I recall a puny, little Jewish boy referred to me by his teachers because of great unevenness of work. On individual and group intelligence tests he ranged from 126 to 140 in his I. Q. In shop work he hardly did a thing. It took him three weeks to do a job that other boys would do in a few days. I followed him to the playground and learned from his teachers that he was absolutely no good. He never held his own in a game. He would dodge about and punch some boy in the stomach or pinch his leg, and then dart away when retribution was imminent. His fellows hated him. If he was licked he ran howling to the teacher. I talked with him about it, and discovered that he regarded shop work and playground as a "waste of time." "Why should I make things with my hands? My father wants me to be a lawyer; my mother wants me to be a doctor. I should not spend the time in play. You get hurt and have doctor bills. I should better stay in the library and read." It was not hard to tell where his views originated. The parents were quite honest and sincere in instilling in Jacob's mind the idea that education meant learning things out of books that would help Jacob make a better place for himself in the world than his father and mother had. Here was a little problem in Americanization that could start at the simple level of human relationships on the playground. And Jacob was distinctly worth the effort of saving from a one-sided professionalism.

Psychology is telling us a great deal about the introverted type of personality, and its proneness to bend and break beneath the strains of adult life. A great question before mental hygiene is whether we can make this ingrowing personality out-going in its reactions; whether we can teach these individuals as children and adolescents to enjoy group contacts and relaxing. Play is our greatest ally in such a process. I have in mind a little boy of seven attending a private school, and every afternoon at the approach of the play hour he got sick in his stomach. He would stand around the outskirts of a group who were playing, but would not take part. One day a teacher insisted. He was scared, awkward, cowered under the noisy criticisms of his playmates. The next day Bob could not be found at 2 P. M. It was discovered that he had crawled into a large rug that had been rolled up in a store room adjacent to the gymnasium. There he lay on his stomach for over an hour. Now, one cannot force a child to play. I advised his teacher to let him hang around the playground with the understanding that he did not have to take part in a game unless he wished, and see if they could not bate him into doing something. After a few months the thing worked. Bob will never be a star, but he has learned to get a little pleasure out of taking a minor part where he can be inconspicuous and yet do something.

Certain it is that we cannot do a thing with these "Bobs" if we get them too late. Nobody realizes this better than we doctors who are confronted with "nerves" in grown-up men and women that represent that inability to balance the strains of work and care and domestic responsibilities by hours of relaxation in golf or bowling or riding. It is so easy to tell such men and women to get out more, to cultivate a hobby, to divert their minds and relax their muscles. but such advice is wasted energy unless we have life-long habits of play to build on. We cannot grow interests in such things in middle life any more than we can grow hair on bald heads. Nature does not work that way.

I have brought to you no new facts in this paper. I did not expect to when I agreed to appear in your program. But I accepted the invitation because (as a representative of the behavioristic sciences) I wanted to declare my whole-hearted interest in the kind of education

in which you are engaged. In this economic crisis through which we are passing luxuries are being cut out right and left from private and community and public welfare budgets. That is as it should be. But we must be very careful to differentiate between necessities and luxuries. Physical education and playground work are a necessity not a luxury, and this fact has got to be put over to public consciousness. A cheering evidence of how we should feel in regard to such matters was demonstrated in the action of the New York City welfare organizations on June 15th in their united attempts to prevent cuts in the recreation activities of the Park and Education Departments' budgets for 1933. They said, "Although we realize the necessity for economy in the city budget and the need for meeting the vital calls on the Treasury for relief in food and shelter for its citizens, yet we believe that the keeping up of morale and the saving of children from the inevitable consequences of idleness are of the greatest importance." (*New York Times*—June 16th, 1932). Another fact of great significance is the report of the White House Conference on Child Health and Protection—Section III—Committee E on Recreation and Physical Education. It presents a remarkably clear and straight forward summary of what is being done in cities and states in the way of recreational activities, and it puts its finger on some very weak spots in organization. Among these are two very important faults:

1. The efficiency of programs of physical education and recreation is at its maximum in the secondary school and college. It diminishes as one goes back into the elementary school and practically disappears in the early grades and kindergarten. Yet 15 out of every 100 children entering the first grade leave school at the end of the 6th grade. This means that millions of children leave school with practically no physical education and recreational opportunities.

2. There are about 11,000,000 children in rural schools in this country. Four millions of these are in one-room schools. One and one-half million leave school by the 6th grade. Physical education and recreation even for those rural children who go to high school is hardly a drop in the bucket compared with opportunities which city children have.

Behind these inadequacies are need of more funds and lack of adequate leadership.

Both of these deficiencies can come only when communities and states are educated to the point of appreciating the physical education needs of childhood. Not long ago, while sitting at a board meeting of a child welfare organization the question arose as to whether we should send a delegate to attend a meeting where the park and playground needs of our city were being discussed. I was amazed to hear the issue debated on the ground that such work was not included in the province of our organization. The men and women who took this view are enthusiastic country club members who regard their golf in the nature of a divine right. Their children go to private schools well equipped with play facilities. They evidently have never seen the wretched, barren, overcrowded, unequipped playgrounds of our colored children. The crowded, unsanitary homes from which these children come make the playground and school yard the only spot where the energy of childhood and adolescence can work itself off. Here is a great strategic spot to attack delinquency and social disease and tuberculosis, and all the other ills that hover like harpies around the lives of helpless childhood. Every dollar spent in increasing recreational facilities of city and rural community is at least a thousand dollars saved for that city and rural community in its juvenile and adult expenditures on physical and mental health and the handling of its crime.

The world of ours today is revolving at such a terrific rate that our whole modern life with its enormous development of machines and techniques is filled with an unrest that continually uses up our strength without giving us time for recovery. Are our diversions recreating or depleting? Do they help us in relaxing body and spirit, or do they constitute new excitements and stimulations that merely add to the strains from which we are trying to escape? Here are questions with which the behavioristic sciences of psychology and psychiatry are struggling in their endeavor to understand the alarming increase in nervous and mental disorders in our midst. The philosophy of recreation has yet to be written, and the job of tackling it lies at the door of our own restless and strained, and discontented generation.

The Importance of Recreation for Teachers *and* In Teacher Training Institutions

By M. ERNEST TOWNSEND
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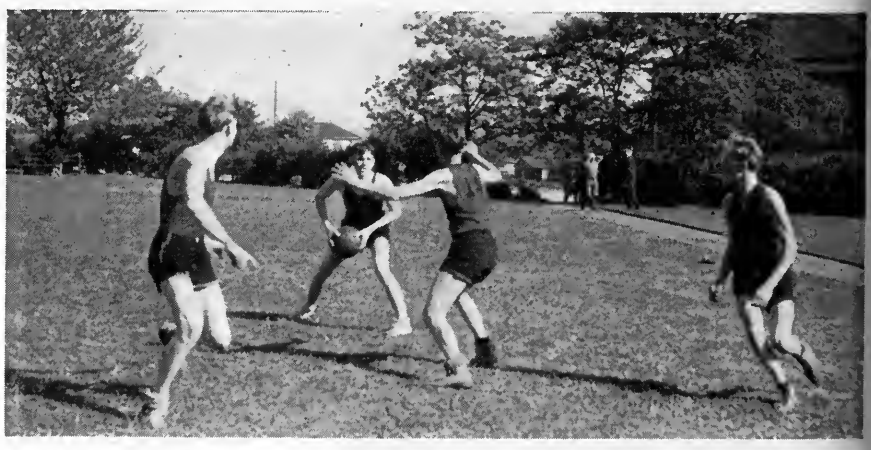
THE development of a sound and well-balanced interest in and knowledge of recreation is, or should be, of prime interest to the Teachers College and to the teacher himself, because it is an important phase of the whole field of personnel. We are, as teachers, or as teachers of teachers, more exclusively dependent upon the complete integration of our total personality for success in our profession than is the case, in all probability, in any other field. Regardless of the amount of time and effort teachers give to the "materia pedagogica" of their profession, the most patent conditioner of success lies in personality, functioning smoothly, effectively and calmly. If you admit that premise, then recreation becomes for the teacher not at all a desirable dream, but a professional necessity. It is not too much to say that only to the extent that the entrant into teaching possesses both the knowledge of and personal desire to develop a sound recreational program, will the entrant have reasonable expectancy of success in the field.

Why do teachers need a recreational program that will last them through life? Of course the reasons are personal and professional, but there is no hard and fast line of demarcation between the two aspects — for teachers — since what a teacher is, personally, so greatly affects his professional work. The reason is obvious, but I think it is a good thing to remind ourselves that this is true, because teaching is really the basic industry of mankind in which we all engage at one time or another, regardless of what else we do. What one teaches tends to be somewhat specificially colored by the total personality pattern of the teacher as an individual.

Vigorous games out-of-doors should do much to counteract the bad effects of sedentary life.



Courtesy Seattle Park Department

Cutting across these two basic sorts of reasons, the personal and the professional, for a sound recreational program for teachers we must consider now a number of "prime conditioners" which call for a recreative program.

The head of a Normal Training School gives his reasons for believing that teachers, for both personal and professional reasons, need recreation.

Not being a recreation specialist, I am compelled to place my own interpretation upon the word "recreation." To me, recreative activity is that sort of activity entered upon voluntarily by a person for the implied purpose of stimulating and redirecting his desire to be a complete personality. It is broader than play—it embraces the arts, cultures and subtleties of existence. For that reason I think of the pattern of action as a recreative activity rather than as "recreation," since by some unfortunate chance the latter word has come to mean to me rather definitely, physical recreation. Having stated this I hasten immediately to discuss that phase first.

The Teacher's Need for Physical Recreation

Physically, the teacher leads a sendentary life. He tends to do his work for the most part indoors, and much of this indoor work involves writing, reading, long hours of library study, conference, and the like. Like most other sedentary, "indoor" workers, a teacher tends to physical lethargy, not so much by original desire as by the habits and the exigencies of his work. The same applies even more directly to women teachers who have been found to be even more inclined to non-physical forms of vigorous work. It is so obvious as to be a truism that comparatively few teachers, men or women, have a systematic, habitual tendency to outdoor relaxation and play. Now, to recreate themselves it is equally obvious that this tendency needs to be actively fostered, first in the selection of students to go into teacher-preparation who have evidenced during high school a marked tendency to balance their day by out-door play; and then, after their entrance into the professional preparatory course, to build up definitely a series of skills, habits, and attitudes strongly inclined to physical activity of a recreative nature.

It has been brought out by Carruthers in his study, that the characteristic physical disabilities to teachers—laryngitis, colds, disturbances of the digestive system, and other ailments—are characteristic of the disabilities of sendentary, "indoor" persons. Teachers are not any more—nor probably not much less—lazy than other such workers. On the whole, they stick too closely to their jobs for the good either of the job or themselves. In our institution, most of whose graduates will teach in city schools, we try definitely to present physical means of recreation of "life long" types. So, although the men engage in team games of the competitive sort, and the women as well, we give much more attention to swimming, learning the strokes of golf, archery, rifle practice, tennis and the like. We should do much more than we do, in our Teachers Colleges, in the fine art of hiking and week-end camping, especially since, without conscious direction, these tend not to be thought of by the typical urban teacher.

For the teacher on the job, the fun and zest of outdoor, physical recreation not only adds to the span of life and the enjoyment of it, with others, but it also gives the professional teacher a much sounder attitude toward the prime importance of reviving the lost art of physical play in an artificial, urban civilization. All this comes only by planning. The pity of it is that few teachers, either alone or in groups, tend to plan for a part of their days and weeks to be spent in physical relaxation, exercise, games, in short—in recreation. I do not wish you to underestimate the remarks just made concerning the deliberate "recreational" selection of teacher-recruits, for before the "way" is clear, there must be the "will."

The Cultural Thesis of Recreation

Then there is the cultural thesis of recreation. Mentally, teachers fall easily into the habit—and this is almost as true of college teachers as of any other—of being informed rather narrowly upon their own specialty. This is the inevitable penalty of specialization. The pedant, the one who is learned but not wise, who is narrow but not deep, who has knowledge but not wisdom, is the bane of our profession. Teachers are prone to lay themselves open to this criticism. Recreative activities of a sort to offset this special trend need to be coldly calculated by the Teachers College, and to be freely entered into by the student and practitioner. The means come at once to mind: a sensitivity to the most beautiful in art, music, theatre; the opera; travel— not globe-trotting; the forum; a keen, critical zest for the best of old

and new in literature. A catholicity of taste in all these cannot be directly taught; it must come by recreative experience. I despise the mere globe-trotter, who gains his culture by the mileage book or conducted "trip" alone, and so do you. I despise the "bridge hound" to whom a discussion out of his little field is only a bore! I shun the prattle of the mere high-brow, who sees only the "best" plays, and reads only the "best" books. We need more intellectual vagabonds, who will rub shoulders, who will browse and wander, and make their own cultural discoveries, who will "recreate" their cultural life by an insatiable curiosity about the life of culture. The Good Lord save us from the "cloistered purist"! Teaching has too many of them, who either take the attitude that what is contemporary must perforce be evil, or those others who accept the present with bland and stupid complacency.

From the Emotional and Ethical Points of View

Emotionally, recreative outlets for teachers are not only as important as they are for the ordinary adult worker, but especially important because of the nature of the teacher's work. Human engineering and the whole field of vocational relations have in recent years become very much absorbed in the task of keeping the worker emotionally fit. The work of Bingham, Anderson, Patterson, Shillow, and others, and the researches of Laird and Thurstone, to mention a few, are significant. Teaching is a particularly "high-speed," artificial task. Its demands upon emotional stability are very great. Moreover, the effect of the teacher's emotional integrity upon his pupils is so far-reaching as to require especial attention to this characteristic. There are special hazards attached to the profession which demand a well-balanced recreational program to overcome. The fact that society is tending to put a probably mistaken premium on women in the profession, and that employers seem to consider the single woman more of an asset than the married one, leads to the tendency, upon the part of many mature women, to avoid the personal obligation for normal emotional outlets of a social character which are desirable.

I realize this might be classed as a "delicate" topic by the timid souls who have their social ethics from a bygone age. But teachers are too prone to neurotic or even psychopathic conditions for us to ignore the situation. It is not good for our civilization to have this tendency so obviously prevalent. While recreation alone may not solve the problem, undoubtedly benefit will arise from a provision by the individual man and woman of the profession for a normal social contact with those of the opposite sex. Perhaps marriage cannot be classed as a recreation, but marriage may be recognized by this country, as it is by the French, as a normal condition for adult teachers. However that may be, undoubtedly the exclusive society of women for women, in recreation and social life, or of men for men equally, is abnormal

Courtesy Detroit Department of Recreation

Far more often than they do, teachers ought to engage in physical recreation, as well as in cultural forms of leisure time interests.

and injudicious. So in the Teachers College, attention, as a part of good personnel, should be paid to opportunities for social contacts between men and women through dances, theatres, and other perfectly proper and legitimate planned functions which will at once result in discriminative ability and personal satisfactions of an enduring character.

Entirely aside from these considerations which do indeed bulk large in conditioning emotional characteristics, is the necessity for relaxation of such a sort as will provide safeguards against frazzled nerves, spells of moodiness, temper-tantrums, petty hates and jealousies which sap the vitality of so many teachers and render their work ineffective. On the whole, teachers are too much "on the job" in many instances, without realization that part of that job resides in just this recreative scheme which will leave them calm and undisturbed in the pursuit of their work. Someone should present to us the mental hygiene of recreation for in recreation we find the greatest instrument for a good emotional life.

Sociologically, and in the field of ethics, recreation should again play a large part. Here again, teachers, who should be the leaders and the interpreters of our social and ethical problems, have frequently so few contacts of a voluntary sort with the forum, the discussion group, the interchange of intelligent opinion which the complete conversationalist excels in, that they tend to avoid disagreements on the intellectual level, or draw the cloak of silence which deceives no one but themselves concerning their abilities. As a result of this, teachers as a class are, in America, the last ones to whom the public turns when originality or courage is needed to advance the social ideals. Recreative contacts will bring the catholicity of view, the depth of vision every teacher needs. Study alone, in cloistered libraries, will not accomplish the end.

Difficulties to Overcome

I have already brought to your attention, by inference at least, some of the difficulties which stand in the way of developing for the teacher a well-balanced recreative life. Let us briefly enumerate some of the more obvious ones.

First, we have not as a rule selected people to go into teaching at all with a view to obtaining those who give reasonable promise in this direction. We cannot hope to start completely at the beginning. The individual who proposes to teach must come possessed both of promise and experience in recreative life.

Second, for the teacher in service, inertia, and poor professional planning for recreation is a major factor of difficulty.

Third, community prejudices obtain in a majority of the situations into which the teacher is placed, which prejudices have built up a feeling that the teacher must be a paragon of docility, virtue and colorlessness, which is more in keeping with a life in a monastery than in a modern dynamic civilization.

Fourth, the training experience, at least in the case of those who have gone to Teachers Colleges, has been so meager in its opportunity for, or its countenancing of, recreative life, that little has been given the young practitioner except prohibitions or warnings.

The preponderance of unmarried women, who do not look upon the teaching work as a life career, is another difficulty.

Our need today is for a thorough appraisal of the status of the recreative life of teachers. We need to select those who have demonstrated that subtle independence and resiliency of life which is evidenced by an already enduring recreational pattern. We need in our Teachers Colleges a definitely planned attack upon this phase of "teacher preparation." We need to foster, by all legitimate means at hand, the revision of public opinion and professional opinion as to the prime importance of recreation as a professional asset. We need to send our recruit into the teaching field possessed of a well-balanced repertoire of recreative skills, attitudes and habits. This will not happen suddenly, but there is some evidence that headway is being made.

OBJECTIVES OF SCHOOL RECREATION

A gymnasium and playground for every school.
The teacher fully trained and accredited in play leadership.
The coach a member of the faculty.
Education for leisure. Training children in recreation activities which will make adult life more satisfying.
An intramural program for after-school hours.
A program that stresses sportmanship and ethical conduct.
Opportunities for scouting and campcraft.
Summer playgrounds with play leadership.
Provisions for adult recreation.

—Adapted from *The Journal of Health and Physical Education*—March, 1930.

Recreation in The Home

Board of Recreation Commissioners, East Orange, N. J.

Hammering, sawing, nailing, to the accompaniment of noise! Let boys make something and they're happy!

By A. B. GRAHAM

Cooperative Extension Service
U. S. Department of Agriculture

Memories of happy play at home with family and friends, are sustaining influences persisting throughout life.

AMUSEMENTS, whether in games, music, drawing, story telling or reading are necessary for the fuller development of children and adults and to break the tediousness of the every day program of activities. They help to prevent emotional starvation.

"All work and no play
Makes Jack a dull boy"

is a maxim we have heard all our lives. But we may with propriety add:

"All play and no work
Makes no boy at all."

There are four agencies responsible for the development and training of the citizen, whether young or old; the home, the school, the church, and society in general. It is so easy to cast the responsibility from the home to the other three and thereby lose an opportunity for comradeship with our boys and girls at home.

Whatever the amusement or pastime it must be suited to the age and taste of the individual. The parent who joins with the child in play or toymaking has introduced himself or herself into the life of the child in a way with which no other interest will compare. It is the child's world and on its plane of understanding.

In the earlier periods of life it finds itself doing the

"Pat a cake; pat a cake; baker's man!
Bake a cake as fast as you can,
Pat it and roll it and mark it with T
And toss it in the oven for baby and me."

Then a step beyond when astride father's foot it finds itself:

"Riding a cock horse to Banbury Cross
To see an old woman ride on a white horse."

Toys purchased at a five and ten cent store seldom develop the constructive power of the child. Sometimes it is the destructive. The whirligig or pin-wheel made from a square of stiff writing paper and fastened to the end of a pencil or stick is better than the multi-colored celluloid type; the top whittled down from an ordinary spool and spun by hand, from the standpoint of a suggestion in construction is of more value than the spring winding red painted and gold striped ones. The pasteboard spiral on a wire on a stovepipe gives ample proof that hot air is going upward and opens up a world of wonder. The little wagon made from a spool-box and the make-believe automobile, constructed from a soap box or cigar box, excel all the store painted toy eight cylinder cars. The rag doll is a favorite and the play house a real home; the overcoat and a bed quilt or blanket may be a real tepee on the plains to the child of any imagination. The building of cob and stick houses, the making of the Jack O'Lantern from a pumpkin, the dotting of eyes

and mouth in popcorn with a pencil to make imaginary faces is fun, not to speak of the training which may develop talent lying asleep.

Shadow pictures on the wall to represent a bear's head by clasping one hand at right angles across the other, or to represent a squirrel, a swan, etc., help the child to learn to supply deficiencies in the outline of shadow from a single light.

The child that hasn't ridden pick-a-back on father's or mother's back has missed one of the joys of make-believe. How a youngster likes to get above the head of its parent and touch the ceiling if possible! To don the clothes of their elders is an addition to make-believe land.

Drawing is one of the most natural avenues through which the child expresses himself. As with language itself, it may take a bit of imagination on the part of the parent to interpret what has been drawn sometimes, but crude beginnings must be made.

A yard of blackboard cloth, which costs about a dollar, is worth many times that amount as a place on which to draw, and is much better than drawing on the wall paper. What the child desires most is a place where it can draw with coarse lines and not in perfection of detail. Details will come later. The load of sand in the back yard may develop a young sculptor, but if it doesn't the joy of making mimic castles and tunnels is worth while, not to speak of the pleasurable sensation of burying a foot or leg in the cool sand or of feeling the sand running over or between the fingers and toes. Mud pies, animal forms made from clay, mud houses, are but an objective expression of what the child sees. These are but phases of the creative instincts of every child.

As for the girls, give them a chance at their natural vocation, home making!

Fortunate indeed is the farm boy who can throw an arrow over the barn or tree with a knotted string tied to a stick; who has a bow and arrow, or who possesses like David of old a sling with which to cast a stone at some imaginary Goliath!

What a mimicry of instruments can be secured from a paper wrapped comb, the reed whistle made from the stem of wheat straws, a blade of grass stretched tightly between the thumbs or the willow or leatherwood whistle. There are other bits of mimicry, such as imitating the various sound of animals, the yeap of a small chicken, the popping of a cork from a bottle, and making the nose crack apparently by twisting it as one grits the teeth.

How well does the writer recall learning to sing "The Little Brown Church" as sung by a hired girl on the farm in 1874, and from the lips of his mother "Bobby Shafto's Gone to Sea," "Old King Cole Was a Merry Old Soul," and several others. But one that is fresh in his mind today was learned from a young father in 1876 as he sang it coming from the meadow beyond the orchard, "A Thousand Years My Old Columbia."

The pleasure of winter evenings was added to by father and mother joining in a game of "I Spy," or "Button-er Button, Who Has the Button?" or "Fist Off," the most interesting feature of which is to determine who should be "It." Here the counting-out rhyme of Anglo-Saxon origin was repeated, the reciter pointing to each player in turn as a word was pronounced:

"Eny meny miney mo
Crack a fe ne fi ne fo
Apa duche apa duche
Ake bake ban doe."

The use of strings to make "crow's feet," the "baby cradle," and to saw wood, rolled up handkerchief bunnies, paper dolls cut from folded paper all added variety to the long evenings and rainy days.

(Continued on page 309)

Board of Recreation Commissioners, East Orange, N. J.

Playground Clubs

The organization of certain playground activities on a club basis is rapidly gaining favor among recreation officials.

"To discover the common interests of the members of a club, and to evolve a program based on these interests; to sense when enthusiasm for a subject is lagging; to decide whether to continue a project or drop it, require the utmost skill."—From "Clubs in Forty-eight Settlements in the City of New York."

In addition to the program of playground activities in St. Paul with its roster of games, athletics and handcraft and music, the Bureau of Playgrounds of the Park Department is stressing another phase of child development through the organization of clubs for boys and girls under the leadership of women directors. Twenty-five such clubs have been organized for the purpose of promoting good citizenship and fostering an appreciation of ideals of service.

All the club activities, E. W. Johnson, in charge of the recreation program, points out, are governed by simply parliamentary rules. The girls have as their club motto: "We believe that all members of this club should work for the best in girlhood," The boys' motto is: "Better boys, better men, a better world to live in." Club meetings, which are very brief, are conducted each week. After the business routine has been completed there follows a program of play activities.

To become a member a boy or girl must promise to work for the best interests of the playground center with the purpose of making it a strong factor in neighborhood life. Dues are necessarily kept to a minimum, not more than $1.00 a year, and proceeds derived from any social events to which the community is invited are expended on the improvement of the center. The clubs have managed many social events, such as ice-cream socials, parties, dances, the presentation of plays, progressive game parties, and entertainments. Special programs are prepared for Memorial Day, Mothers' Day, Hallowe'en, and holiday celebrations. Hikes and picnics at the various parks have given pleasure to hundreds of children.

The Bureau of Playgrounds has provided shelter houses equipped with electric hot plates, coffee boilers, dishes and other equipment so that refreshments may be prepared and served by the clubs to the guests from their neighborhoods. The Bureau also furnishes the materials for decorating the centers. Contests have been held for the best decorated and most attractive posters with which to adorn the walls of the centers. Judges for these contests have come from art institutes and departments of interior decorating.

In every community center conducted by the Bureau the clubs are doing a very constructive piece of work. Parents are helping through so-called "booster" clubs organized in connection with the centers. These clubs have the same relationship to the playground centers which parent-teacher associations have to the schools.

Another phase of group organization which is proving very fascinating is the Municipal Playground Radio Artists Club. Any boy or girl in the city is eligible for membership in this group whose purpose is to encourage talent, to develop an appreciation of music, and to give pleasure and entertainment to thousands of people through the channels of the radio. The motto is "to make good music popular and popular music good." The club has a membership of 261 boys and girls between the ages of six and eighteen years and a waiting list of 62. Soloists, tap dancers, pianists, readers and players on many kinds of instruments are among the talent offered. A 22-piece orchestra, a 40-piece band and a gypsy chorus of 60

girls, are members of the club which is furnishing talent for programs, at orphanages, institutions, hospitals and civic clubs. The Artists Club meets regularly the second and fourth Saturdays of the month for the transaction of business.

The clubs are playing a very important part in the development of the individual boy and girl and there is evidenced a growing respect for the rights of others, an increasing tendency to care for public property, and a keener appreciation of the significance of holiday seasons.

In a Southern City

On all playgrounds there are girls who are unable to play freely with children of their own age because they are obliged to look after small brothers and sisters whom they bring to the grounds. To give these girls an opportunity to play, a Little Mothers' Club was organized last summer on each of the Louisville, Kentucky, playgrounds. Members of the club were assigned each day to play with the children, and many of the girls did excellent kindergarten work with their small charges. In a corner of one playground a group of older boys and girls installed a miniature sand box and doll furniture for playground babies who played all summer in "Playground Junior" as the corner was called.

There are playground clubs for the boys of Louisville, too. Peter Pan and Hiawatha have come to life at Thruston Square and each has a loyal following. They are in no sense competitors, for Peter draws with him only the younger children while Hiawatha picks up the boys and makes Indians of them just where Peter leaves off—at the adventurous age of nine. Members of the Peter Pan Club meet every afternoon in the recreation building from 3:30 to 4:30. They take their story acting, games, cut-outs and singing with proper seriousness, especially the acting out of the Peter Pan story. The boys' Indian Club holds councils every Wednesday night and is keenly interested in the making of bows and arrows and other handcraft projects.

Directors sponsoring inter-club contacts, reports a study of settlement clubs in New York, feel that by giving a club an opportunity to see itself in relation to other groups, by letting it experience cooperation and competition, and by according to it whatever prestige it merits, they are contributing to its growth.

Clubs of All Kinds

Club organization is emphasized on the playgrounds conducted by the Sheboygan, Wisconsin Department of Public Recreation. Among the clubs organized last summer were boys' clubs, girls' clubs, mothers' clubs, clean-up clubs, hiking clubs, safety first clubs, and honor clubs. Through these clubs child leadership was developed, and in many instances the children took charge of complete programs presented on the playgrounds for demonstration purposes.

Ukulele clubs were exceedingly popular last summer on the playgrounds of Cedar Rapids, Iowa. On one ground a group of boys specialized in Negro spirituals and occasionally "blacked up" for their concerts.

For Mothers, Too!

The Public Recreation Commission of Cincinnati, Ohio, has organized in connection with the municipal playgrounds mothers' clubs which are brought together in a league. These clubs are active in helping to provide playground apparatus and supplies, which become the property of the Public Recreation Commission, in organizing parties for the children and in conducting dances. The individual club or the league in conducting a dance assumes all financial responsibility, paying a supervisor from the Public Recreation Commission to be in general charge of the dance.

From a Study of Clubs

Some of the facts which came out of the study of settlement clubs made by the Welfare Council of New York City may have significance for recreation workers in planning for playground clubs. It was found, for example, that girls are greater club joiners than boys; twice as many girls as boys belong to clubs, especially in the early teens. Children begin joining clubs in large numbers when they are eight to eleven years of age and remain active members until they are sixteen to nineteen years old. The life of the average club, however, is only one or two years, although many have been in existence five years or more. New clubs are formed as rapidly as old clubs disband.

Social and athletic activities are most popular. Sixty per cent of the girls' clubs had programs involving instruction of some sort, but only 15 per cent of the boys wanted instruction. While 58 per cent of the girls' clubs dealt with health, less than 30 per cent of the boys were interested in such information. On the other hand, 90 per cent of the boys' clubs were interested in athletics as compared with 42 per cent of the girls.

World at Play

A Home-Made Tennis Court

THEY wanted a tennis court so they built one! The topography of the school site in Manchester, Illinois, permitted of no suitable place for a court so the school children before and after school and during recess, dug the clay from the side of a hill several hundred feet from the site of the court and trasported it in wheelbarrows. "It was a real job," writes M. G. Moore, Superintendent, "for it was necessary to make an 18-inch filling on one side of the court and another of 8 inches at the highest point of the court's site." Tree felling, too, entered in. The only expenditure for the layout was for posts and netting for the backstops and the iron pipe posts supporting the net, which cost $2.65. The total expenditure for this excellent hard surfaced court was less than $35. It is in constant use from twelve to fourteen hours daily. The population of Manchester is about 450 and of this number there are fifty who play almost every day, in spite of the fact that there are fewer than a dozen tennis rackets in the entire village. Tennis balls are procured from time to time by "passing the hat." The outstanding players are a middle-aged farmer, a grocer, a fifteen year old farmer lad, and the seventeen year old daughter of a truck driver.

Preserving Educational Gains

"TO be sure, there is some discussion about eliminating some of the newer things in education, and here and there people are indicating that physical education, being among the things that have come last into the program, should be the first to go. I am not at all of that point of view. I am trying to believe that if we study our program with a view to eliminating something, we might eliminate what came in the 18th and 19th centuries, and not those of the 20th. The things that have come into the educational program in the latter century have presumably been thought out in relation to the needs of the children of the century. Therefore, I think the programs of music and art, programs having to do with health and with recreational opportunities, are not among the first to go, but among the last, because they have been thought out in relation to the needs of the modern child. I do not want to dwell on this but I say that from a certain point of view physical education is in a precarious position."—*Dr. Payson Smith, Commissioner of Education, Massachusetts.*

Nature Study in Atlanta

NATURE STUDY is an important part of the program of the Atlanta, Georgia, public schools, and in elementary and junior high

schools the subject is being strongly stressed. Thirty-six white and ten colored elementary schools have their own gardens which are worked on by the children. In honor of the Washington Bicentennial 3,971 trees were planted by children in the past year on school and home grounds.

A Water Safety Campaign.—The California Association of Health, Physical Education and Recreation made an intensive campaign for water safety an important part of its spring program. Learn to swim campaigns, special life saving courses and water safety instruction periods in connection with the health education program in the schools were especially stressed. Recently a Berkeley boy fourteen years old, while spending a week-end at Antioch, rescued a girl who had stepped into a water hole. He brought her to shore and with his knowledge of the Schaeffer method gleaned from his course taken during the learn to swim campaign, he resuscitated the girl. "This one instance," writes Charles W. Davis, Director of Health Education of the Berkeley Public Schools, "has made us feel that our efforts on behalf of the 1,300 youngsters who enrolled in our learn to swim campaign and life saving instruction were well worth while."

St. Louis Schools Hold Their First Play Day.—Eight thousand children took part on May 18th in the first Play Day ever held in St. Louis, Missouri, for pupils of the elementary schools. The program, arranged by the Physical Education Department of which A. E. Kindervater is Supervisor, consisted of a grand march followed by a salute to the flag, and the singing of "America." Then came song plays, folk dances and games (boys and girls of grade 2); circle and progressive dodge ball games (grades 3 and 4); types of shuttle relay games (boys of grades 5 to 8); stunts and pyramids (boys of mixed grades); Hungarian czardas, Virginia reel, and the minuet (girls of grades 7 to 8); parade and march, by United Drum Corps of the public schools; a mixed group of organized games (boys and girls ot grades 5 to 8), and the May-pole dances by 25 groups of girls.

A Folk Dancing Festival for the Schools.—On May 21st the public and parochial schools of Cincinnati, Ohio, held their eighteenth annual May Folk Dancing Festival at Carson Field, University of Cincinnati. The Public Recreation Commission was in charge of the event aided by the Cincinnati Board of Education and the Board of Education of the parochial schools. Preceding the pageant, "The Fairies' Treasure Chest," the Cincinnati concert orchestra presented a program.

Open House in Berkeley.—One day each year the Berkeley city government holds open house sponsored by the Berkeley League of Women Voters and the Junior Chamber of Commerce, to which every resident of the city is invited. This year more than 3,500 citizens took advantage of the opportunity to inspect the various city departments at work and to observe at first hand the activities being carried on by the city's administration and paid for by the taxes which the citizens paid into the city's treasury.

Regarding "Manual of Play Activities."—In the July issue there appeared a review of the "Manual of Play Activities" issued by the Department of Physical Education, George Peabody College for Teachers, Nashville, Tennessee. Word has just been received that this publication has been withdrawn and it is not available.

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Faculty at Play

(Continued from page 272)

the line of activities, boxing and wrestling being the least popular, with one registration. These figures, however, do not represent the total number taking part in the recreation program as many participated without registration.

Objectives and Results

There were two objectives in mind in developing the program: (1) To make available all possible physical education and recreation activities for the faculty and graduate students, and (2) to stimulate a better feeling between members of the faculty and between faculty and graduate students. Results have been most encouraging. Though practically no help has been possible through paid assistants or funds, the cooperation of the Department of Physical Education in opening the regular classes to faculty and graduate students has made a broader program possible. Many have availed themselves of the opportunity to learn swimming, fencing, dancing and similar activities with the undergraduates. All the facilities and equipment of the Athletic Association as well as of the Physical Education Department and the Military Department are at the disposal of the faculty group.

Soon after the opening of the University a news letter was sent out explaining in more detail the opportunities for recreation, and an invitation was issued to all interested in taking part in tournaments in golf and tennis. Sixty-four men took part in a "brown derby" golf tournament, while fifty battled for the championship in the "brown derby" tennis (singles) tournament. Local merchants donated derbies. These prized headgear will be defended in the spring tournaments.

An appeal was issued for suggestions regarding activities and from those received have grown the following activities:

A bowling league with fourteen five-men teams.

A treasure hunt designed to acquaint the faculty and graduate students with their own university (over 150 men and women participated).

Faculty-graduate dances at 75 cents per couple (The orchestra agrees to furnish music for $75 provided as much as that is taken in. Thus far the orchestra has not been obliged to take a loss).

Husbands and Wives "Splash"—a swimming party meeting each Wednesday night. (Usually twenty or more couples attend.)

An evening swimming class for men only.

Duplicate bridge tournament in cooperation with the students.

Riflery and revolver shooting on the R.O.T.C. ranges (Plans are under way for a telegraphic meet with the faculty of other universities.)

Many letters have been received expressing the pleasure and satisfaction of the participants in the program. New acquaintanceships have been formed; the wives of the faculty have come to know one another at the dances and swimming parties; many a newcomer has expressed keen pleasure after playing a round of golf with Professor Blank who was formerly only a name to him. Wives have secretly confided that their husbands are better tempered after having had regular exercise! And what could be more fun than to see the faculty putting aside their dignity and becoming "regular fellows"!

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Intangibles

(Continued from page 275)

retreat when life proves almost too much for one to endure. An appreciation of beautiful music and some slight skill in its accomplishment are just the sort of helps most needed at such a time. For example, it has been proved that music is a wonderful help in the treatment of the mentally afflicted and has been used by some distinguished specialists in the field of mental hygiene. To others, art is the city of refuge, where in company with the great masters with their lights and shadows and fine sense of values the troubled soul finds the peace necessary to enable it to begin the day anew and to face its problems with courage. To others, poetry and bits of fine prose are the helps to which troubled minds may go and gain strength to carry on their part in the world.

It is even more true today than ever before that "man cannot live by bread alone," and so it is well that on this program this morning in the midst of a week necessarily full of discussions of our economic problems, we should pause for one session of the program to consider the "intangibles" in our school curriculum, and it would not be strange if we discovered before the program is over that they are the most necessary and practical things in our whole educational system. This will be true because they are to be presented by those who are themselves masters of beauty and music and fine thinking.—From *Journal of the National Education Association,* June, 1932.

Leisure and the Schools

(Continued from page 275)

of the youth, and you know what happens when you sit on the safety valve of the boiler. Wholesome recreation builds character. So we call our physical education a recreational program and not a gymnastic program.

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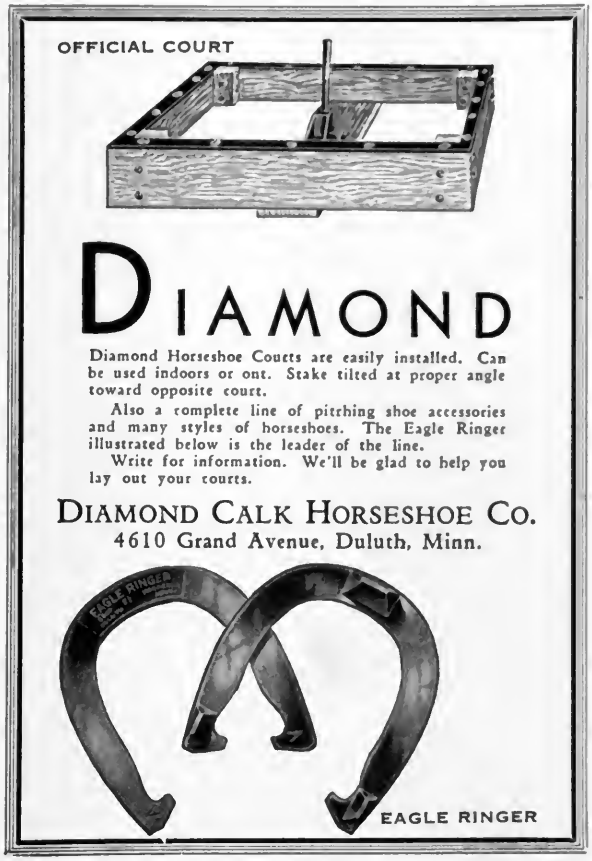
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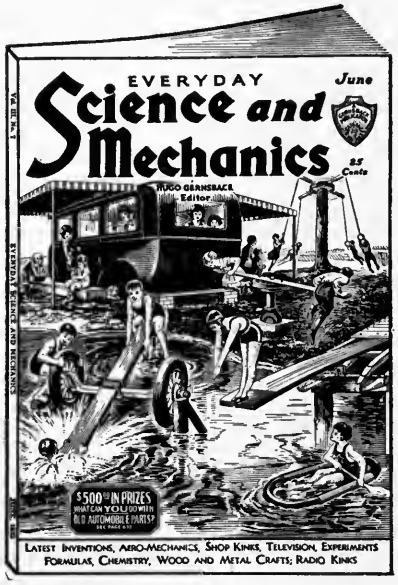

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Our large field lends itself to the development of the ideal of play. That is why we plan to lay out this field in baseball diamonds, football fields, basketball, handball and tennis courts.

Each pupil's program calls for one daily hour of recreation, out-of-doors whenever possible, followed frequently by a dip in the pool. This means that every hour of the school day we shall have more than 500 pupils engaged in some kind of recreational work.

Now why do we have a fence around the field? For the same reason that we have four walls around a classroom. It would be just as sensible to try to conduct a recitation in the open at the corner of Hamilton and Chestnut Avenues as to do this work on our field without a fence.

There are other outlets for leisure time. Shops, drawing rooms, music rooms, stage equipment in auditoriums, serve a useful purpose. They develop the creative side of the individual and enable him to spend his leisure time by doing something himself rather than sitting to be entertained by some one else.—From *New Jersey Education Bulletin,* April, 1932.

Surfacing Playground Areas

(Continued from page 284)

Cincinnati, Ohio

(Referring to the loam or top soil playground surface). "We have discovered that it is most satisfactory. At the present writing it appears that even after a heavy rain storm practically no water remains on the ground. . . . . We are inclined to continue using this specification (rather than the lime stone screenings—gravel surface) until a better surface at the same cost or less can be obtained.

(Referring to the bituminous tennis courts). "Another battery of courts has been in use for two years and apparently is standing up very well."

Pasadena, California—Park Department

"It has been our experience that concrete tennis courts are by far the cheapest in the long run."

Boston, Massachusetts—School Department

"In Boston we are using for playground surfaces in our school yards cork asphalt pavement. This is the best pavement that has come to our notice as yet. Including the cork in the asphalt makes for resiliency and the children who fall are not injured as much as from other kinds of surface."

Tampa, Florida

(Referring to asphalt and sawdust courts). "We have found this surface very satisfactory. It is more resilient than any of the other hard surfaces. It is not abrasive and consequently it does not wear out the leather covered balls as rapidly as other hard surface courts. The sun

has little effect on the surface although it does soften to the extent that high heels mark it up in hot weather."

Santa Monica, California

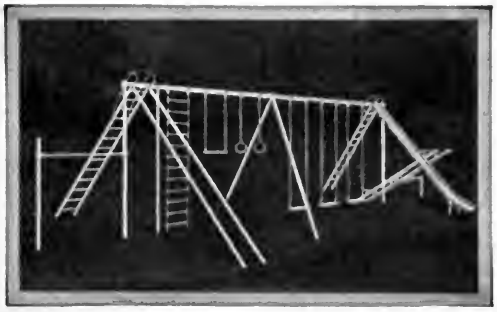
(Referring to cushion surface). "Our cushion surface we find has eliminated the abrasiveness of the surface formerly used and has greatly reduced the wear and tear of supplies and equipment as well as on clothes and children. We find this surface very satisfactory for handball courts, outdoor basketball courts, volley ball courts and other areas where a permanent court is desired. This is the most satisfactory surface we have yet found and is at the same time very economical."

Physical Education

(Continued from page 285)

The success of industry in a machine age depends on widely diffused buying power. Our colossal industries destroy themselves if they do not succeed in distributing financial resources among the masses of the people. Through its power to buy or not to buy, the public—once aroused—can control our major industrial enterprises.

The change from physical activity to relative inactivity in many of our occupations has led to artificial substitutes for real exercise and recreation. The best effects of physical activity are lost when elements of interest, volition and variety are lacking. It is through education, through the activities of such groups as yours,



VARIETY

is essential in playground equipment, for complete enjoyment and diversified play. That is the outstanding feature of this big Louden combination outfit —nine different play devices in one unit. It's a complete playground equipment in itself. Ideal for limited space or appropriations. Easily installed; no skilled labor required.

Write for the Louden Playground Book and new low prices.

J. E. PORTER CORP.
118 Broadway
Ottawa, Illinois

LOUDEN PLAYGROUND EQUIPMENT

Encourage Swimming

• Make the Swimming Badge Tests a special feature of your program this summer.

NRA

The National Recreation Association, which appointed a committee to work out a series of tests at the request of recreation officials, issue an attractive emblem to award the individuals passing the tests. It is made of white felt three inches in diameter embroidered in red and may readily be sewed on the swimming suit.

Send for the bulletin describing the events and rules for conducting them —a copy may be secured free—and secure a supply of the certification blanks available.

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National Recreation Association
315 Fourth Avenue · · · New York City

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Journal of Health and Physical Education, June 1932.

Physical Education and the Machine Age, by Joy Elmer Morgan.

The Educational Principles of Mary Wigman, by Hanya Holm.

Personality and Social Leadership in Our Ranks of Teachers, by Florence A. Somers.

An editorial — The Seventh of the Ten Cardinal Points.

From Tadpole to Seal—Swimming in an Organization Summer Camp, by Marie Manchee.

Thirty-seventh Annual Convention of the A. P. E. A. Report, by A. Lester Crapser.

The American City, July 1932.

More, Not Less, Municipal Recreation Work Needed.

The Citizenship Values of Rightly Celebrated Public Holidays.

The American City, August 1932

A School Roof Playground for Small Children.

The Race Problem at Swimming Pools.

Chamber of Commerce in Fort Wayne, Ind. Promotes Community Music as a Leisure-Time Activity.

Under-Water Lighting for Olympic Pool.

The Survey Midmonthly, July 15, 1932

Ups and Downs of Public Recreation, by Roy Smith Wallace.

Roof Top Play.

Parks and Recreation, July 1932.

Notes on Track and Field Activities, by V. K. Brown.

The Totem Board

The July 1932 issue of this magazine is devoted to native crafts.

PAMPHLETS

Twenty-fifth Annual Report—Board of Park Commissioners, East Orange, 1931.

The Man of All Time—A Pageant of Washington.

Presented by the Teachers and Pupils of the Atlantic City Public Schools.

Backyard Playgrounds

Lancaster Recreation and Playgrounds Association, Lancaster, Pa.

Milwaukee Playgrounds, by Gilbert Clegg.

A reprint from *American Landscape Architect.*

Social Recreation Institute, Seattle, Washington.

Annual Report, 1930-1931. Recreation Commission, San Francisco, Calif.

Safety Bulletin Service for Playground Workers

Massachusetts Safety Council, 6 Beacon Street, Boston.

through a great increase in hiking, boxing, gardening, golf, ping pong, bowling, tennis, dancing and horseback riding that we shall find the natural correctives for the limitations of a sedentary life. It is of the utmost importance that we establish, not for a few but for all, a reasonable program of physical activity and that we develop in the school both the philosophy and the activities which will be useful in the years beyond the school.

(3) Finally, in considering what you can do to improve conditions, consider what the machine age has done to you. This will help you to understand its effects on others. What adjustments can you make to insure not only the physical vigor which would have been possible in 1900 but an even finer and freer development of your physical heritage?

You can make yourself a student of life in the particular community in which you work.

You can visit homes and talk with parents about the welfare of their children.

You can exert a steady pressure toward a more rational curriculum built around the needs of life—the need for more physical activity, for training in leisure, for an increased devotion to the fine arts of music, drama, human relations, gardening and architecture. These are the materials with which we shall build our civilization.

You can help to work out standards of physical fitness and activity and to interpret those standards to the children, to the parents and to those who manage school and community life.

You can work through your professional organizations to accomplish certain large reforms which as an individual you would be unable to achieve.

You can study the work of the White House Conference on Child Health and Protection and help to make the findings of that conference effective.

Finally, may I suggest this is no time for paralyzing pessimism. It is a time for inspiration, for planning, for higher ambitions, for a deeper appreciation of our national heritage. If we teach our young people to expect little they will be satisfied with little. If we teach them to expect much, to look forward to great things and to be willing to make large sacrifices in the interest of each other, we shall push forward to a new era of social advance and human progress.

Recreation in The Home

(Continued from page 299)

The blowing of beautiful soap bubbles, the playing of tunes by drawing the finger gently across the edges of tumblers or drinking glasses filled to different depths, listening to the bells of Cologne by striking a spoon suspended from the middle of a string, each end of which is pressed to the ears, placing pennies or other coins on the face and forehead by slipping them a little to make them adhere, are all pastimes demonstrating elementary laws in physics.

We need not be tellers of stories to our children but we can read to them from good standard story books. Of course in this field good judgment must be used not to thrill unduly the child of too vivid imagination. Riley's poem about the Bear that Climbed the Sycamore Tree and Eugene Field's Little Toy Soldier and Lolly Pop Land for the pre-school child and the story of Carol Bird in "The Birds' Christmas Carol," add to the seasonal spirit of home.

Be not too fearful of having well illustrated books that are beyond the years of the child. The writer recalls so vividly lying flat on the sitting room floor poring over a well illustrated volume of Robert Burns' poems in which the graveyard and witch scene of "Tam O'Shanter's Ride" was so vividly set forth that his interest in the poem has never ceased. The same can be said of "The Cotter's Saturday Night." Another was Fleetwood's "Life of Christ," which contained so many illustrations concerning His life and which was pored over from time to time. Proverbs illustrated so well by picture that "The longest way around is the shortest way home," that "the eye of the master did more work than both of his hands," and many other old maxims and proverbs have helped to make decisions in later life.

The participation of parents who are but boys and girls grown big, and are only known to be old as the birth record or the calendar are consulted, will create in the mind of the child the feeling that it is understood and the home means exactly what Samuel Woodworth said of it:

"How dear to the heart are the scenes of my childhood
When fond recollection presents them to view;
The orchard, the meadow, the deep tangled wildwood,
And every dear spot which my infancy knew."

NOTE: Readers of RECREATION interested in promoting home play will wish to know that Mr. Graham has issued his article in pamphlet form which in quantity may be secured at the following prices: 50 for $2.25; 100 for $4.00; 200 for $7.50.

Read Special Offer!

CODEBALL

ON THE GREEN

The game with a kick in it

Show this ad to a responsible Sporting Goods Dealer in your locality and tell him to write us at once for information as to how we will enable him to donate a Codeball on the Green set to you gratis in behalf of your community.

Among recent installations are courses at:

Foster Park
Ft. Wayne, Ind.

Picturesque Swope Park
Kansas City, Mo.

Woodside Golf & Country Club, Des Moines, Ia.

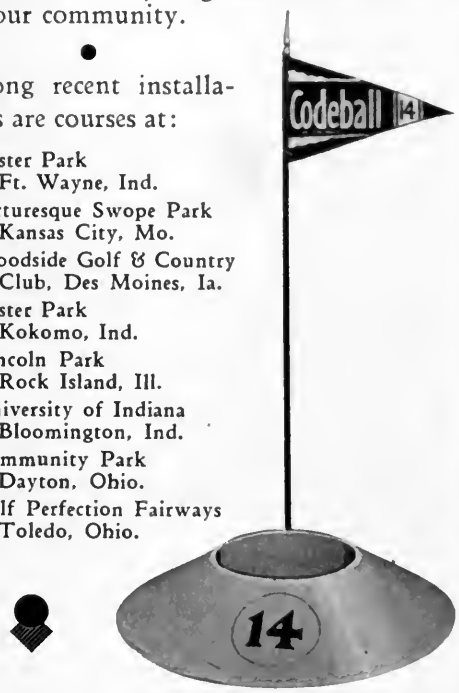
Foster Park
Kokomo, Ind.

Lincoln Park
Rock Island, Ill.

University of Indiana
Bloomington, Ind.

Community Park
Dayton, Ohio.

Golf Perfection Fairways
Toledo, Ohio.



WESTERN UNION

CHARLES DEIGHAN,
Codeball Co. of America,
11 South LaSalle Street, Chicago.

Codeball went over with a bang this afternoon at public demonstration at Stadium. Hundreds played and were most enthusiastic. People clamoring for more. An announcement that sets would be located in cities parks brought dozens of inquiries as to when they would be installed. Can you rush us another set?

M. H. HODGE,
Supt. of Recreation,
Rock Island, Ill.

Sanctioned and adopted by the A. A. U., as National Sports, 1929.

Codeball Company of America

11 So. LaSalle Street Chicago, Ill.

> > >

Our Decision Is

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MANY inquiries come in for interpretation and advice on problems concerning rules of games and athletics. These are often of general interest and value. RECREATION plans to conduct a column of such inquiries and answers. Send in your problems of interpretation of rules; protests on decisions; inquiries on organization of leagues and tournaments. Those having general interest will be used in this column. All inquiries will receive a direct reply if a self-addressed stamped envelope is enclosed.

Q. If a man is on second and a man on third base, and the man on second runs and touches third, but seeing the other man on third returns to his base in time to prevent being touched by the ball, is either of these men out?

A. No.

Q. Rule 22, Sec. 8—a base runner far overruns first base, the ball is missed by fielder and base runner goes to second. Must he retouch first base or can he continue where he may be?

A. He may continue.

Q. Does it matter which way a base runner turns at first if no effort is made to go to second?

A. No.

Q. What is the penalty for a fielder catching a ball against his body, commonly called a frozen catch?

A. There is none.

Q. What is the penalty for making an illegal pitch?

A. The umpire should call it a ball.

Q. In Playground Baseball a batter hits a ball that settles on foul ground between home and third base, then rolls fair. Is it a fair hit or a foul?

A. It is fair.

Q. In section 4 of rule 21, if an overthrow is for the man running to first, can the runner that held first make as many bases as he can, or is he too only entitled to one extra base?

A. One extra base.

Q. If a man is on third base and another on first base, and in the succeeding play the catcher throws the ball to second base, is the man on third base entitled to go home, scoring a run?

A. Yes.

Bright SUNSHINE
Clean FRESH AIR

Keep playgrounds free from dust with Solvay Calcium Chloride . . .

PROTECTING children at play is the aim of the modern playground. How important to protect them from the dangers and dirt in dust! It's so easy and it costs next to nothing.

An application of Solvay Flake Calcium Chloride on gravel or earth surfaces effectively ends the dust nuisance. And Solvay Calcium Chloride kills germs. The photomicrographs pictured here show you the results. 347 cultures in the untreated dust. Only 3 in the same dust treated with Solvay Calcium Chloride.

Make this a dustless outdoor season on your playgrounds. Send today for full information and booklet No. 1159.

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TRADE MARK REG U S. PAT OFF
CALCIUM
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New Books on Recreation

Safety Education in Schools

White House Conference on Child Health and Protection. The Century Company, New York. $.50.

RECREATION workers will be greatly interested in this report of the Subcommittee on Safety Education in Schools of the White House Conference on Child Health and Protection. The report presents the findings of an extensive investigation of what is being done to safeguard school children and to educate both children and the community in desirable safety habits and attitudes. It offers information on the administration of safety education, methods and materials for teaching, and extracurricular activities, such as safety clubs, the school boy patrol and other activities. A section on "Measuring the Results" tells of the progress which has been made. An interesting bibliography is offered.

American Universities and Colleges

Edited by John Henry MacCracken for the American Council on Education. Williams and Wilkins Company, Baltimore. $4.00.

THE second edition of this volume presents the salient facts concerning the 521 accredited institutions of higher learning in the United States, among them details regarding organization, control, property, resources, and requirements for admission and graduation. Part I is devoted to a general explanation of the organization and operation of higher education with a brief survey of preparation for the profession, while Part II gives a separate statement of the individual colleges and universities. The volume is an invaluable reference book for the educator.

The Measurement of Athletic Power

By Charles Harold McCloy. A. S. Barnes & Co., New York City. $3.00.

MR. MCCLOY has presented in this volume some achievement standards in track and field athletic events for boys from 10 to 20 years of age. There are eight chapters: I. The Evolution of Competition in Track and Field Athletics; II. Principles Underlying the Development of Standard Tests in Track and Field Athletics; III. Scoring Tables for the Measurement of Athletic Performance; IV. The Selection of Standard Events; V. Athletic Classification and Handicapping by Age, Height and Weight; VI. Classification for Physical Activities; VII. The Athletic Quotient; VIII. The Administration of Tests of Athletic Ability. A number of tables, charts and figures are given.

Society and Education

By John A. Kinneman. The Macmillan Company, New York. $2.25.

TO suggest material for the curriculum, as well as to outline some valuable principles of curriculum construction, has been the purpose of Mr. Kinneman in making available the result of his decade of experience in teacher training institutions, and he has made a special effort to make prospective teachers see the relationships which exist between organized society and the practice of the teaching craft. The first eight chapters of the text state some of the limits of sociology and contain a general discussion of the relation of sociology to education. The remaining chapters are divided into six main themes of thought each of which in itself might constitute an objective of education based on sociological principles. Part VII is devoted to the Wise Use of Leisure Time, and under this subject Modern Leisure, The School and Leisure Time and The Range of Beauty are discussed.

Character Education Through Physical Education

Edited by Jay B. Nash. A. S. Barnes and Company, New York. $2.00.

THIS volume is the third in a series of interpretations of physical education issued by the School of Education, New York University. It represents a symposium of material by leaders in the field, and throughout the effort has been made to define character and to differentiate it from mere behavior as well as from personality or morality. The scope of the subject as presented may be glimpsed by the chapter headings—Character Defined; The Bases of Character; Physical Education and Character; An Evaluation of Physical Education Activities for Character; Principles of Methodology in Physical Education; Examples of Methodology in Physical Education, and Problems of Administration.

Record of Current Educational Publications.

Bulletin, 1932, No. 4. Office of Education. Edited by Martha R. McCabe. Government Printing Office, Washington, D. C. $.10.

THE articles and books listed in this record, covering the period from October to December, 1931, have been selected by thirteen specialists in major fields of education. The carefully selected annotated and classified bibliography, which is the result of much research, includes significant publications in the field of education and should be of great value to educators.

Pyramids Illustrated

By Mathias H. Macherey and John N. Richards. A. S. Barnes & Company, New York. $3.00.

Helpful not only to beginners but to experienced and skillful teachers is this book representing the result of much careful research on the part of the authors who have had long experience in physical education. The many illustrations accompanying the directions will aid greatly in the teaching process as they show a way of procedure which the uninitiated may successfully follow. Two hundred and twenty-one pyramids have been drawn and described and every conceivable condition of preparation and skill has been taken into account. Nearly all of the pyramids in the book have been shown at Eastern District and National Conventions of Physical Education held in 1922-1926 in Newark. The material has been tried and found practical.

Recent Progress and Condition of Museums

By Laurence Vail Coleman. Bulletin, 1931, No. 20. Office of Education, U. S. Department of the Interior. Government Printing Office.

The study of museums represented in this pamphlet is the first of its kind. It shows that public museums are being established at the rate of one each fortnight, and buildings or wings erected at the rate of one every fifteen days. It finds a large majority of the new museums —80 per cent in the last biennium and 70 per cent in the decade—appearing in places of less than 100,000 inhabitants, with the point of greatest activity in museum founding moving steadily down the scale of population. The study compares the states and also the sections of the country, and indicates extreme differences in their museum development. It tells of museum revenues of more than $16,000,000 yearly and catalogues an investment of $103,000,000 in public museum buildings and of $10,000,000 in college museum buildings.

A Journey to Many Lands

By Williedell Schawe. World Book Company, Yonkers-on-Hudson, New York. $.80.

To enlist the interest of young children in good health habits is the purpose of this book which introduces the child to new friends in seven different countries of Europe and Asia through stories about boys and girls of these nations who have different customs and environments. In many incidental but definite ways the stories stress the value of long hours of sleep, the joy and benefit of playing out-of-doors, the pride in physical ability, and the need for observing safety rules. Many attractive pictures in color illustrate important points in the stories.

Personality in Its Teens

By W. Ryland Boorman. The Macmillan Company, New York. $2.50.

For those who are interested in knowing what goes on in the mind of the boy, this book will be a revelation. In it twenty boys have disclosed through correspondence extending over a period of years their experiences, problems, emotions, and many of their reactions to life. The data secured has been analyzed and arranged with regard to such main areas of boy life as athletics, the home, religion and the like. The study was made possible through a special research fund set aside by the Y. M. C. A. College of Chicago.

Habits for Safety

By Harry W. Gentles and George H. Betts. The Bobbs-Merrill Company, New York. $.67.

The authors have designed this book not for teachers but for pupils in the public schools. It deals primarily with accident prevention and first aid, and all of the lessons are motivated by the principle that learning consists in the setting up of desirable habits. Many practical projects are outlined and activities provided for.

Football Line Play

By Bernard F. Oakes. A. S. Barnes & Co., New York City. $4.00.

In this material the writer has endeavored to keep to sound principles and emphasize what is important, and to give methods which have proved successful in actual play. The many illustrations are of players who were selected because they were especially adept in performing the stunts and actions in which they are pictured. The book is intended as a reference book for the use of students in four-year coaching courses and summer school courses, for the use of coaches now in the field and for beginning coaches, and as a guide to correct and successful playing experience by all school and college players.

Official Lacrosse Guide—1932

National Collegiate Athletic Association. Spalding's Athletic Library. No. 113R. $.25.

Known as the official publication of the United States Inter-Collegiate Lacrosse Association, the booklet contains the rules of the game and much information on Lacrosse not only in the United States, but in Australia, Canada and England.

The Art of the Foil

By Luigi Barbarsetti. E. P. Dutton & Company, Inc., New York. $5.00.

Perhaps the greatest living authority on fencing, Mr. Barbasetti has here given the result of a half century of personal experience. The book contains a complete and authoritative presentation of the theory and technique of fencing with a foil. It is written with such clearness that it is suitable for students of fencing, but it is invaluable to instructors and professional fencers.

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Recreation and the Way to World Peace

WHAT do men and women and children of the various countries of the world do when they do what they want to do — when they have freedom to do as they please? What do the countries of the world do to help their citizens in doing what they want to do? These were questions which the First International Recreation Congress faced.

Recreation is nature's greatest means of education—yes—but it is "education by consent." Recreation is the citizen educating himself in ways he has himself chosen. Not one act of consent at the beginning, but continuous consent. The citizen "self-determines" his own recreation and changes his mind as he likes. And so in hearing of recreation in different countries we were hearing really about the inmost nature of the peoples of the world—what the people really are in their inner desires, and what we heard was beautiful and all who were present liked each other. The whole world seemed a more beautiful place. Australia, India, China, Japan, Poland, Greece, Italy, and each country seemed very near to every other country. Something beautiful, priceless, seemed to lie at the heart of each country. After all, the "language of the heart's desire," the language of play and recreation seemed much the same among the nations. The language of play and recreation activity seemed fairly universal. The light in the speaker's eyes, the outreach of the human spirit; the music and songs and dances of the various nations required no interpreter.

One felt like putting off one's shoes and baring one's head—as in the Old Testament days—for one was in the presence of reality—complete dedication, something simple and holy.

The delegates from twenty-nine different lands—wise men and women journeyed from afar—came together in one place and with deep reverence for the spirit of childhood considered how that spirit of play which is characteristic of childhood everywhere can be preserved throughout life in all lands so that all men and women while doing the work of the world shall still sing, still care for flowers, still have a "splash of splendor," still keep the joy of living, still keep the heart of a little child, still know the secret of eternal living.

Know you one another and thus you fulfill the law of peace. Share your songs, your music, your art, your sports, your "heart's desire" and you know you have shared what has greatest lasting value. Begin with what we have in common and the rest seems less important.

One international recreation conference has more value for world peace than ten disarmament conferences.

HOWARD BRAUCHER.

Autumn in the Woods

Courtesy Forest Preserve District of Cook County, Illinois

The Opportunity of the Church for Service in the Field of Recreation

By PHILIP C. JONES
Associate Pastor, Madison Avenue Presbyterian Church
New York City

ET us look in on the church young men's athletic ommittee. Something rious is afoot. It esn't take long to find out what it is. Visiting sketball teams always arrive late Saturday even-gs. Games have to be concluded at half-past ten clock so that the janitors can prepare the gym-sium for Sunday School use. Of late the games ave had to be ortened. The layers want an xtra half hour the gymna-ium floor. Why do we ave to stop laying at half-ast ten?" is ich a simple uestion but it as real educa-onal possibili-es.

There is much the church can do to promote such hobbies as handcraft and the many activities that are "just for fun"!

A Few of the Church's Problems

Inescapable onsiderations: ow many ours a week ust the jani-rs work? At hat time must they report r duty on Sunday morn-gs? Why must they, being egroes, live at a long dis-nce from the church which located in a "white" neighborhood, and thereby dd two extra hours to each day's time? An inno-nt question has introduced some real issues: Is e church a fair employer of labor? Should recreation take a heavy human toll? Is racial segregation fair? It is not a matter of a half hour on the gymnasium floor now; the giant problems of labor, the human cost of recreation and race relations have become recognized.

"But why can't the church employ some other men to clean up after the games?" comes the obvious question. More problems are demanding recognition. Where will the church get the money with which to pay them? How much does basketball cost the church? How much do the athletes help to bear the church's financial burden? Who pays for the broken locker doors, the towels not returned, the electric light bulbs, the new basketballs? Shall the missionary budget be cut to allow for this extra expense? Or will it be better to curtail the relief program of the church? These are no insignificant questions. The wide-flung work of the church; its opportunity to meet immediate human need; individual responsibility for the success of the

Courtesy Department of Parks, Brooklyn, N. Y.

The picnic bids fair to maintain its popularity as a recreation activity for church groups, and there are many city parks which provide facilities.

Christian enterprise; our attitudes toward institutional property, have arrived on the scene.

Some other apparently innocent questions are pertinent. Does *our* team report on time when they visit *other* churches? When do the basketball players and the spectators finally "get to bed?" In what "shape" do they report at the office or factory the next day? More problems present themselves—the keeping of appointments; health habits, fairness to employers; family cooperation.

The committee meets to find a way to acquire further privileges. It finds that there are great human problems intricately woven into a half hour of basketball. The meeting could well be the genesis of a year of study and action. *It could kindle a social passion.*

Perhaps the foregoing will serve to suggest the opportunity which the church has in keeping recreation ethical. It is the business of the church to insist that the human values involved in all activities be at least protected, if not enhanced. Through the medium of recreation, if its leadership is skillful and of social insight, the church can render an inestimable service.

There will be churches which interpret religion as an individual matter and which think of the leader's function as only priestly or prophetic. There will be churches whe leaders are not fitted by ter perament, training or aptitu for the difficult task of kee ing recreation on a high ethic level.

In our illustration above we have thought the athletic recreation of a group of young me We must not think of recreation in this narro sense, of course. We have in mind many kin of group experience centered around some cor mon interests or skills—club activities, appreci tion groups, music, dramatics, athletics, soci units and many others tending to make life mo worthy and satisfying.

The Opportunity in the Field of Young People's Relationship

In addition to the ethical emphasis which th church can make, and should make, in conne tion with recreation, is the opportunity it has in th field of boy and girl and young men and you women relationships. The church will do well afford young people of both sexes the opportuni to engage freely in carefully supervised recre tion programs. Young people will associate freel whether we like it or not. It were better to ha this association on an idealistic plane. Many choir, many a young people's society, many Sunday School, has made a great contribution

is matter of wholesome and happy fellowship. I am not a believer in pious segregation in the me of religion. The implication that the sex ge is evil seems to me to be a denial of the very lief in a Divine Creator, though perhaps in say- g that I am not in the true Presbyterian suc- ssion! If we constantly segregate young people our educational system and discourage social tercourse in our churches, where and how will ung people learn to understand persons of the posite sex? It is possible that many homes are oken homes because a pious prudery condi- ned husband and wife lead to inevitable emo- nal incompatibility.

It would seem that every church could render nuine service in this field. Education in home- aking and parenthood could well be supple- ented by many sorts of social and recreational tivities designed to afford free and satisfying llowship between the sexes. Games, dramatics, chestras, choirs, dances, hikes, clubs and other creational enterprises suited to varying inter- ts, ages, skills, church policy, leadership, equip- ent and such circumstances are real ministries.

In our city boys and girls are segregated in gh school. This seems to be a misfortune, but affords our churches a very great opportunity. oys do not see girls, and vice versa, except on e street and on the screen, or in objectionable aces. Our churches can at least help our young eople to "giggle through" to a normal attitude d to a condition of a semblance of poise in the resence of the opposite sex.

A word about leadership in this connection. In rger churches professional direction is available r the recreational program. In smaller ones inisters, untrained in this field, or lay leaders milarly untrained, are often called upon to as- me responsibility. This does not seem to be ch a handicap as it would at first appear. Let e leader share—let the recreational experience e initiated and controlled by the group, with the ader participating, rather than directing, and e experience becomes doubly valuable for all ncerned.

We must beware of duplication. Often hurches compete with public schools, play- rounds, settlements, Young Men's and Young Women's Christian Associations and other or- anizations functioning in the recreation field. his must not be, of course, for it is too costly in oney and leadership, and takes too high a toll f energy from those involved.

A senior in high school was a popular and attractive leader in the high school department of our church. A year ago she was rehearsing for the leading part in a church dramatic production. I happened to call in her home one afternoon just as she returned from school. She seemed very tired and pale. I suggested that she go to a clinic. She went to a clinic, to bed, and to the Albany Hospital, a tuberculosis sanitarium, where she is recovering. She was being graduated from school, with countless festivities; she was carrying a heavy load in our church life. The total program was too much. We hold ourselves guilty, at least in part. Here was an opportunity for the church in the field of recreation, to protect a girl from such a breakdown. Perhaps our dramatic production was actually the last straw.

We must guard against too much recreation. But I hope I have made my point that the church can make a real contribution by affording boys and girls and young men and young women, through recreation, wholesome social intercourse, in an atmosphere of idealism.

Making Life "Lots of Fun"

One of the results of our reorganized social life, if we do have sense enough to have an organization instead of a machine-made chaos, will be a decided increase in the amount of our leisure time. The church will do well to anticipate this new condition and to be ready to help people, particularly adults, to make these available hours meaningful. We hear a lot about "adult education." I think of "recreational education," believing that the trend must be toward an informal, democratic method in which the education will be a by-product, rather than the end, in which the joy of creative expression, the making of life satisfying will be the end. (Of course, this is what we mean by true education, isn't it?) The growth of the Adult Education Movement is most encouraging. Adult Religious Education is going steadily forward. I expect to see great advances in the very near future along the line of "educational recreation" or "recreational education." "A vocational guidance" might be another way to put it.

One of our New York churches has a sculpture group. I should like to join it myself "just for fun." Life should be "lots of fun." Our religion has frowned upon our smiles; has forbidden our "good times." It would do better to pro-

claim that life is wholesome; it ought to bless our joys as much as it sanctifies our sorrows. Choral societies, dramatic clubs, art clubs, appreciation classes, athletics, nature studies, social activities. Make your own list. You can think of a dozen hobbies you'd like to undertake for your enjoyment.

The church can help to make life joyous, can afford a real antidote for the tedium of reading the tabloids or sitting in a rocking chair beside the kitchen stove. The medium is this "avocational education."

The church can help to keep recreation ethical; it can afford recreational fellowship between the sexes in an atmosphere of idealism; it can help to make life satisfying by affording what I have called "avocational recreation."

There is one more basic contribution the church can make through recreation. It can discharge its primary function as a religious institution. If young people are segregated from the church in the areas of recreation, they will segregate themselves from the church in the areas of worship and service. I resent the church's use of recreation as a lure. Recreation is a worthy value in itself, but if the church does afford recreation it is in a position to guide the religious growth of young people. If it is interested in the interests of the young, the young will be interested in the church's primary interest. Of course, it is not a matter of "give and take." Rather, under good leadership, is it a matter of one organization helping to unify life. The church which is interested in young people to the extent of affording them amusement, recreation and fellowship, is in a position to be of service in the realm of moral and ethical counselling, religious education and worship.

I should like to be a little fervent here in saying that the church's primary function is needed now, and if it is rightly emphasized it is acceptable now. Pious phrases will not help. Theological emphasis will not help. A purely individual morality will not help. But a vital social note, a rigorous devotion to truth, a mood of sacrifice, a concern for human welfare in every phase of our social organization will find an eager and cooperative response.

We are analytical, rational, clever, sophisticated; but we are powerless. We need the emotional motive force which religion alone can give. That is why we must not "tone down" the emphasis on religion. Without it we shall perish!

Have you ever seen a boy trying to be loyal to his scout troop, his Y.M.C.A., his school class and his church all at once? (Like the short story hero who mounted his horse and galloped swiftly in all directions!) The church must not compete for the boy's loyalties. It can seek to correlate them.

The Church Must Serve!

This brings us to a final caution. Let us never think of the church's good before we think of the individual's good. The individuals and the groups in our recreational program come first. What enriches their lives, brings joy, makes experience satisfying as it ought to be? That is of primary importance. The church must serve. If necessary, it must die to serve.

The experience of the church where it is my privilege to serve, where I have inherited a great tradition of liberal religion in faith and in action, and where an extensive recreational program does seem to make a genuine contribution in the ways which I have mentioned, makes me believe that the church as a whole should give added emphasis to its recreational program. What is to be done in an individual church will depend upon its leadership, its locality, its constituency, its equipment, and perhaps on its theology! We may need to redefine the objectives of the church; we may need to change our methods of educating church leaders; we may need to unlearn some of the theology our ancestors held with emotionalized tenacity. Whatever it costs, we must help to enrich experience. Recreation is a medium through which the church can serve with confidence.

"Did you ever stop to think that nothing beautiful ever came into life until folks began to play?

"The spirit of play, which is the crown of work and of home life, is also the crown of religion. So much of our religion in America is dour and grim. It does not bounce.

"One commonly hears religion presented as a necessity. 'You must be religious,' the preacher seems to say. Well, I agree that religion is a necessity. I do not think that civilization will proceed without it. But a vital religion is much more than that; it is a luxury. It is something to celebrate and hold festival over.

"There is great satisfaction in life for those who take it always in a sporting spirit—for those who are living for the fun of it."—*Harry Emerson Fosdick*, in *Living for the Fun of It.*

A Center That Knows No Depression

It is called the Green Lake Field House but it strongly resembles a beehive, so teeming with activity is every corner.

By BEN EVANS
Superintendent of Recreation
Park Department, Seattle, Washington

THERE is no depression in the community recreation "business" in Seattle. On the contrary, a decided boom is in progress that has been all field house attendance records broken during the first month of operation of the 1931-32 program. Never before in the twenty-year history of field house operation in Seattle has there been such consistently high attendance in these buildings.

Green Lake field house, Seattle's newest and largest community recreation center, was opened in October, 1929, and has been the center of our attendance. Its fourth week of operation this fall showed an official class attendance of 4,939. Green Lake's structure is one of the seven community recreation centers in the city built by the taxpayers and operated and maintained by the Seattle Park Board. A twin to the $125,000 Green Lake building is in operation in the Rainier district, although it lacks one wing that will be completed as soon as a sufficient bond issue is voted. The other five field houses are of older design, having been built in 1912. They are situated in the heart of suburban population centers with the one exception of Collins field house, which serves the downtown residential district.

During its first fourteen months of operation Green Lake field house served 130,000 in its various classes. In addition to the attendance at classes, thousands have made use of the building's play facilities. Twenty thousand children used the adjacent twelve-acre playfield during the summer. As many more used the field house locker and shower room accommodations during the swimming season, when part of the field house is converted into a bath house. The stage is used for a bag room and the dressing rooms in each wing are used for the swimmers, leaving the social rooms and gymnasium floor free for other activities. These figures do not include attendance at plays, pageants, athletic games and similar public functions featured at the field house; hence an estimate of the total patronage at the Green Lake plant for the 1931-32 season will reach a quarter of a million.

The Equipment

The field house is located on the shore of Green Lake, a 250-acre lake in the northern section of the city. This district is a large residential section of the city and is tributary to the University of Washington campus. The building is 146 by 110 feet over-all, and is of reinforced concrete throughout, resting on pile foundations driven below the level of the adjacent lake. The exterior is finished in cement stucco of buff color, and trimmed in cast stone. The interior is plastered throughout, with the exception of the auditorium ceiling which is covered with acoustical material. The floors of the social rooms and gymasium are of maple, the rest of colored cement.

The activities of the building center around the gymnasium and stage. The gymnasium, 90 by 60 feet, is of ample size to accommodate large groups of spectators around the regulation basketball court and is easily convertible into an auditorium seating 750 persons facing the stage. The locker, shower, service room and physical director's office complete the first floor. The second floor has two large social rooms, a large game hall, and a kitchen adjacent to the social rooms.

The stage is complete with an all steel gridiron and fly-gallery with a capacity of thirty sets. The stage switchboard is equipped with dimmers in three colors for controlling the footlights and three sets of border lights, making any reasonable theatrical effect possible. The stage is 35 feet wide and proportionately deep.

The locker rooms have steel dressing booths and lockers and are serviced with hot and cold water showers. Equipment includes 100 steel lockers on the men's side and 85 in the women's section. The heating plant is a forced feed hot water installation supplemented with a system for heating and washing the air in the gymnasium. In addition, the gymnasium can be ventilated by opening the two continuous monitor skylights in the roof.

Each of the two social rooms is 20 by 40 feet, with a well equipped kitchen adjacent. Each has a fireplace, hardwood floors, piano and appropriate furnishings for any type of social affair.

There are community buildings in some cities which, practically unused, have become "white elephants" through lack of proper leadership, financing and program planning. Here is an inspiring example of a community house that is the center around which the leisure time life of the community revolves. In its first fourteen months of operation the house served 130,000 people in the various organized classes conducted.

The Program

Many activities can be carried on simultaneously during winter months. Basketball and other indoor games are conducted in the gymnasium, children's games on the stage and in game halls, and social functions in the club rooms. None conflicts in any way with the others.

A bird's-eye view of the activity program at Green Lake will give a general idea of the program followed in all similar centers, and at the same time it will show in detail the operation of the largest of Seattle's public play centers. Classes are held continuously from 2:00 until 10:00 P.M. every day and from 9:00 A.M. until 6:00 P.M. Saturdays. Each Friday afternoon sees a large gathering of grade school children gathered for a holiday program or fun frolic of some sort, while Saturday evening until midnight is reserved for general adult recreation. Friday evenings are also open to adult recreation, with athletic games as the usual feature. The daily gymnasium classes are for children in the afternoons and adults in the evening. Handcraft and gift making classes for women are held once or twice a week, as are tap dancing, art and similar classes for housewives. Natural dancing and tap dancing instruction is given junior girls on Saturday afternoons. Social rooms are so situated that their functions can be carried on independent of all other field house activities, with the result that parties, dances, musicals, club meetings, civic gatherings and a variety of community social events are conducted simultaneously with other community center functions.

A Week's Activity

A good idea of the scope of the field house may be gained by following through a week's activity. The building opens at 2:00 P.M. Monday, and the pupils from neighboring grade schools soon gather at the building. A gymnasium class for small girls, six to nine years, is the first group to use the gymnasium, followed by a class of girls from nine to twelve

years, another from twelve to fourteen, and a fourth of girls from fourteen to sixteen. From 6:00 until 7:00 P.M. the gymnasium is open to outside organized groups for practice sessions. From 7:00 to 8:00 o'clock a group of high school boys has the gymnasium followed during the next hour by a class of business men for calisthenics. The last class of the day is for mens' sports. During the afternoon and evening the club rooms are used by community groups, while at various times youngsters play games in the large upstairs game halls or on the stage. This program is duplicated on Wednesday.

Tuesday afternoon's first class is for senior women's gymnasium during the period between the opening of the building and the dismissal of school. Then for the remainder of afternoon boys play in their gymnasium classes, grouped according to age and size much the same as the girls were. The first evening class is for high school girls, with senior women using the floor for the final two hours. This program is followed again on Thursday.

Friday afternoon the boys and girls gather in the gymnasium for a general mixer, a party, possibly an entertainment program on the stage. They play in separate classes for the first four days of the week, hence the general mixer each Friday. In the evening Boy Scouts, Girl Scouts. Camp Fire Girls and similar junior organizations hold their meetings in the building. Older boys' and men's inter-field house athletic games, principally basketball, are played on Friday evenings, after which the building is open for general adult recreation.

Saturday morning sees the boys engage in their inter-field house sports competition, sometimes playing in their home gymnasium and at other times visiting another field house. Dancing classes are held Saturday afternoon, with separate classes for girls of different ages. These are exceptionally popular and attract 500 or more junior girls each Saturday to Green Lake alone. Saturday evening is devoted to adult recreation. The supervisors cooperate with parents, guardians and school officials by not scheduling activities for juniors in the evenings of school days, except on special occasions.

The social rooms are used free of charge by any community group simply by applying and reserving the date desired. They serve for meetings, dramatics, musicals, institutes, civic welfare meetings, lectures, dances and a variety of social gatherings. Either an organized club or an unorganized group in the community may use the facilities. Card playing is prohibited, as are meetings of a religious or political nature. Between five and six hundred groups will take advantage of these facilities this year, with a total of nearly 20,000.

Friday afternoon junior mixers are the magnet for 25,000 children during the eight-month season. Eleven hundred attended this year's opening party, a circus and wild west show, but some programs of a different type are limited to groups of five hundred. These parties take the form of stunt shows, game parties, treasure, circuses and similar mixers. Others are stage programs observing holidays or historical events of national prominence. Such plays and pageants are held at Christmas and Thanksgiving, Columbus Day, Hallowe'en, birthdays of Washington and Lincoln, Arbor Day and similar occasions. The entertainment in these cases is provided by the youngsters who present skits and plays of an informal nature.

Drama

Juvenile dramatics play an important part in the field house activities. A Junior Dramatic Club operates in each center for all interested in taking part. Instruction is given by the men and women supervisors under the leadership of a general director who has charge of all juvenile dramatics. Frank P. Giles, founder of community dramatics in Seattle and a leader of such activities for twenty years, has performed this task for many years for the Park Department.

A "spring play" is given each year as the feature of the juvenile dramatics season. This play is presented in each field house, with a local cast for each production. Two shows are given at each center, making a total of fourteen during its "run." In many cases changes are made in casts for the two shows at a single field house, thus bringing the largest possible number of children into the performance. Approximately 500 boys and girls between the ages of four and sixteen participate in this spring play each year, while 10,000 or more parents and interested adults attend the

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Memories That Will Live

By AUGUSTUS D. ZANZIG
National Recreation Association

A RECREATION CONGRESS is an inspiring and gladsome affair. The mere mention of Atlantic City, Toronto, Louisville and other cities that have been our hosts brings memories to every Congresser of stimulating talks, vital discussions, demonstrations, generous hospitality and the best sort of fellowship. Full days they are, at a Congress; for many of us they have been two-breakfast days, the second dairy-meal a closing "cup o' kindness" taken in the wee sma' hours.

That is a National Congress. The *International* Congress was even more inspiring and joyous, its greatest implications—seen, heard and felt many times during the week—turning one with new hope toward the best dreams of poets and prophets. And that isn't all. The International Congress was the first one of at least national scope to be held on the Pacific Coast, in the Golden State, the romantic West, in Los Angeles! Add to this the presence in the city of 2,000 Olympian athletes and the presence in our pockets of a ticket to one or more Olympic events to occur immediately after the Congress! Surely nothing more was needed to make a red-letter week. Yet, thanks to the limitless hospitality of our California hosts, we were treated to three festivals, a Hollywood Bowl concert, two tours, and several other bounties, each of which alone is worthy of an article in this magazine.

No delegate to the International Recreation Congress will ever forget California's hospitality!

The international play festival, "Play Unites the Nations," was the most beautiful expression of this kind that we have ever seen. (And this "we" is not an editorial one alone.) Nothing can have greater significance than this, so we will start with it.

It was held on Wednesday evening in the Pasadena Rose Bowl where, from the seats reserved

or Congressers, we saw first of all the natural ageant of the Sierras in the afterglow of the unset. Standing nearly a mile above the friendly owlands surrounding us, these majestic hills put n priestly robes of purple, the hems studded ere and there with a jewel of light, as though aking ready for the evening service. We con- nued to feel their presence even after the dark- ess hid them.

The festival prelude was played by a band hid- en in a specially arranged arbor; a bright majes- c march it was, played by the Pasadena Recrea- on Department Boys' Band. Then came trum- eters in gay array from the north and south, the our of them meeting in the center and sounding stirring call. A hundred Sprites of Joy answer- d, dancing in from arbored entrances far to ither side of what we were to discover as the rone of play. If the reader knows the fairy- ke Scherzo from Mendelssohn's music to "A idsummer Night's Dream," let him imagine the ost gay and exquisite dancing to it. The Pasa- ena Civic Orchestra, likewise hidden in a bower f green, played that music, and there through ar and eye the very essence of play was revealed!

Another trumpet call brought the messengers f Play, her kindred spirits of Friendship, Peace, ood Will and World Unity, the music for their rocession being the fine Triumphal March from rieg's "Sigurd Jorsalfar." Friendship and Peace ntered in succession from the south, and the ther two from the north, each followed by a very rge company of attendants moving along—they eemed to be floating—in a long line of color. he four curved but differing lines made by these ovely high school girls bearing palm leaves or oral sprays, a line of orange and one of green rom the south, and red and lue from the north, made ne feel like a creating artist s they moved slowly to- ard fulfillment. It was like eeing the lines of a great icture being drawn before ne, or like drawing them neself, and all in exquisite olor. One of our leading elegates, a renowned archi- ect from Mexico, exclaimed ter, "The composition was eautiful throughout!" These raceful lines converged in andsome groups on the any steps of the throne, leaving a clear path to the throne itself for the Spirit of Play, who was to come later.

Another trumpet call and then we heard the clear voice of Friendship:

"Hearken, people of every land,
I come with Peace, World Unity and Good Will
To bid you welcome . . . .
The Spirit of Play will come
To weave for you a magic spell,
And bring to you her precious gifts
That joy may with you ever dwell.
These precious gifts—music, dance and games,
Will help all men to cast away greed,
To right old wrongs,
End worldly strife,
To cherish youth,
Rejoice in freedom,
Know beauty
And find great joy in simple things.

"Oh people of every land,
Give glad welcome to the spirit of play!"

Mr. John Hallam of the Pasadena Community Playhouse was the voice.

The orchestra now played the Ponchielli "Dance of the Hours," and the Spirit of Play appeared, a lovely creature in white, whose grace and free- dom made the entire field of the bowl her own though she danced alone and only in the middle of it. At the final, most animated portion of the music Play beckoned to her attendants, and the orange, green, red and blue lines moved again be- fore us, this time dancing in the fullness and joy of the musical rhythm. The closing measures brought Play and the attendants to the throne where she was escorted to her seat of honor by Friendship and crowned by her with a floral wreath.

Again the trumpets called. Play by gesture summoned the nations to appear in dance, music and games, and the voice of Friendship was once more heard announcing the coming of many peoples with their gifts of joy. Elgar's "Pomp and Circumstance" was heard from the orchestra, and two processions bearing the flags of all nations moved from the same north and south to the center and then formed a line on either side of the throne. The resulting design presented at the throne was lovely indeed: the Spirit of Play high on her throne, the attendants grouped on the

In view of the fact that the proceedings of the Congress are to be published in a separate volume, little is said in this article of the sessions, which, as in the past, consisted of general and section meetings. This year there was added zest and interest in the presence of al- most a hundred delegates from other countries who told of their sports and outdoor life and shared in discussions of mutual problems. The responsibility of government for the recreation of the people proved a subject of absorbing in- terest to the representatives of other lands, who expressed great enthusiasm over the demonstration of municipal, county and federal administration which they had seen in the United States.

lower steps on either side of her, and the flag-bearers with their many colors extending out to either side of this central "tableau." But the richest fulfillment was still to come.

As the music continued, groups from all the nations came dancing, strolling, leaping, laughing, playing into the bowl from the north and south, all in costume. All that is best, brightest and friendliest in the peoples of the world was released there before us, a never-to-be-forgotten token of the liberating power and friendliness of play. One was reminded of Shiller's words that are gloriously sung in Beethoven's Ninth Symphony.

One by one the various peoples came to the center to dance or sing or do both, each heralded by the trumpeters and welcomed by the voice of Friendship: British, Irish, Swedish, Danish, Japanese, Tyrolean, German, Slavonic, Czechoslovakian, Mexican and American Indian, each group composed of people—mostly adults who, though Californians now, are natives or children of natives of the country represented by them. Each group came bringing its own folk music and dancing, and was cheered to the echo by all the others who filled all but the center of the bowl and thus added still another and the greatest wing to each side of the lovely design.

Though each performing group was courteously watched by the others, there was perfect freedom among the latter. Some joined in the dancing or carried on some other movement to the music while remaining in their part of the field. Some who were too far off to see the performers well played games of their own. During the Mexicans' dance in which there were two claps of the hands at the end of each phrase, not only did many of the other people on the field clap with them, but more and more of the audience also joined in the merry expression; spontaneous community dancing, if you please, and a remarkably joyous affair.

Our own United States were represented by groups from the Los Angeles Playgrounds, schools and industries, and from the University of Southern California, all in a mimetic sports drill. Just before they appeared, a trumpet call followed by "The Stars and Stripes Forever" brought the Goddess of Liberty to the field followed by bearers of the flags of twenty-four of our States and met by another procession of the other twenty-four coming from the other entrance. Liberty took a place directly in front of the foot of the throne, and the flag-bearers stood at each end of the field, thus embracing the peoples of all the other nations who had come to live in this country.

Friendship spoke again:

"Oh, people of every land,
America now calls to you
To join in a dance for all!"

The orchestra played "Turkey in the Straw" and all joined in a Virginia Reel. This done and the center cleared, the Spirit of Play descended from the throne, followed by her attendants, and formed for a dance in the center, the orchestra playing a spirited waltz. All the other participants formed a large broad circle of friendship around them.

Joy, thou star from heav'n appearing,
Daughter from Elysium,
We approach thy light so cheering,
To thy altar now we come.
Thou hast pow'r to bind together
What the world would rend apart,
And where'er thy light wings flutter,
Love and peace are in the heart.

Joy, 'tis Joy! From heav'n descended,
Turns unseen the wheel of life,
Joy by love and hope attended,
Leading hearts from wordly strife,
Draws the stream from hidden sources,
Stirs the seed in earth confined,
Rolls the stars along their courses,
Moves the hearts of all mankind.

The Sprites of Joy who began the festival now brought it to a close with their dancing while Play, her attendants, and all the others looked on. Doves of peace were released, Friendship made a plea for perpetual good-will among the peoples of the world, and a men's chorus from the Glendale Presbyterian Church sang Gounod's "Unfold, Ye Portals!"

We need such festivals everywhere. Mrs. Minnette Brodke Spector, who wrote and directed it so admirably, is Supervisor of Industrial Recreation for the Los Angeles Playground and Recreation Department. She disclaims any special training in pageantry or festivals and insists that the fine success was due to the unstinted cooperation of the Recreation Departments of Pasadena, Long Beach and Los Angeles, and especially to the participants who, she says, "were marvelous in their responsiveness and dependability." One group came from as far away as Santa Barbara; all, of course, taking part only for the love and meaning of the activity. The Sprites of Joy, the Spirit of Play and all her attendants, and the

nternational flag-bearers were enlisted by the 'asadena Recreation Department; the Goddess f Liberty and her flag-bearers were brought by ne Long Beach Recreation Department.

Already there have come requests from the rticipants, especially the national groups, that ther occasions be found or provided when they ay again have the joy of such a festival.

It must be admitted that Southern California ith its enchanting outdoor places and depend- ble weather offers ideal physical conditions for uch a festival. And it may also be said that a ve of life, the prizing of health, beauty and oyous expression for themselves, that makes uch an enterprise a natural and welcome one, as evidently possessed the hearts of an unusu- lly large proportion of the people of California. he superb development of recreational activities nd facilities is a token of this. But let us do all e can to find or increase that prizing of the best life in all our cities through festivals that are eally festive, joyous, are beautiful in music, olor, motion and design, are richly significant, nd are very well done.

The Legend of the Pool

Like the International Play Festival, the Con- ress itself was opened by sprites of joy. Our rst general session took place at the Swimming tadium where, after a welcoming address by os Angeles' Mayor Porter and a response by elgium's Count de Baillet Latour, President of ne International Olympic Committee and a mem- er of the International Recreation Congress dvisory Committee, the "Legend of the ool" was performed for s. This Celtic legend of ermaids, a lost bell and stolen cap of magic, of weethearts, and a mid- ummer festival of swim- ers, divers and simple sher-folk had, in the omantic atmosphere of os Angeles taken unto self also fairies, ymphs, moonlight and he dawn, birds, fireflies, rogs and water-lilies, ardens, shepherds and hepherdesses, flower, ruit and balloon vend- rs, milkmaids, a goose-girl with her geese, jugglers and tumblers, gypsies and village boys and girls all in a dramatically true masque.

Play of the imagination?—It was a perfect holiday for that power in us that can transmute even the dullest world into a fairyland of delight. And this pool of the Swimming Stadium is at any time far from being a dull place. The Los Angeles Playground and Recreation Department was, through its gifted Mrs. Van Werden, entirely responsible for this masque. And one of its orchestras provided all the large amount of good musical accompaniment. As in the play festival, there was excellence of performance and design throughout. The sports of the mermaids and then of the swimming and diving "fisher-folk" in the pool were wonderfully well done, and the dancing of the other groups was of the same free and lovely sort that we enjoyed later in the play festival, already described. The liberation and joy of this kind of dancing make one realize again that dancing is the oldest and most fundamental of the arts. Dr. Jacks is undoubtedly right in pleading for such dancing by everyone. The truth of the chapter on "Rhythmical Human Companionship" in his recent book entitled "Education Through Recreation" was beautifully illustrated in the "Legend of the Pool."

The Music Festival

On Sunday evening we saw and heard impressive examples of another sort of "rhythmical

It was a rare privilege the delegates had in seeing the beautiful and joyous production, the "Legend of the Pool."

human companionship" in the Griffith Park Greek Theatre which, in its beautiful architecture, is itself such an example, a fine kind of "frozen music." A large band made up of three recreation department bands from Los Angeles and Long Beach started the festival with two Sousa marches which were followed by a short period of community singing in which the large audience showed international possibilities by learning readily to sing a Round in French. The Glendale Symphony Orchestra played a Beethoven overture, the Long Beach Civic Chorus sang well-known choruses from Haydn's "Creation," Mendelssohn's "Elijah" and Handel's "Messiah," and the Albritton Jubilee Chorus of Los Angeles Negroes were as moving and enjoyable as such a chorus can be when singing spirituals. The massed band, directed in the beginning by Harold Robert who is in charge of music in the Olympiad, played the closing overture and grand march under the baton of Herbert L. Clarke, the renowned conductor of the Long Beach Municipal Band. During that march a processional of Camp Fire Girls bearing the flags of the nations moved inspiringly down the side aisles to the stage where, extending across the entire front thereof, they were greeted by the band's playing of the "Star-Spangled Banner" meant to betoken the loyalty that is paid to every flag by its followers.

The processional was not the only factor in making this an international festival. There were several nations directly represented in the audience and many more nations, through descendants, in the membership of the bands, orchestra and choruses. Moreover, the excellent music on the program is known and loved in every country. It speaks a common language that makes us all kin. Perhaps the most impressive thing about this music festival was the demonstration that it gave of admirable music admirably performed as a means of recreation by groups whose origin or maintenance is due to the work of a recreation department.

John Norviel of Glendale was chairman of the committee which organized the festival.

Tours and a Barbecue

Tuesday's tour through Los Angeles, Hollywood, Beverly Hills, Santa Monica and the beaches, ending with a delightful tea at the Poinsettia Playground given by the staff of the Los Angeles Playground and Recreation Department; and Wednesday's tour of Glendale, Pasadena and the "Orange Belt," ending with a barbecue, gave us enough to talk about to our home folks for weeks to come. The many beautiful views, the splendid playgrounds and parks, the visit to the Fox movie studio, to the magnificent Huntington Library and Art Gallery, and to the Pasadena Community Playhouse, to say nothing of a dozen other red-letter experiences, were not all that made these tours memorable. A group of recreation leaders in a bus are likely to be a good "show" in themselves, and in these tours an international show. A group of Hawaiian delegates, with their ukuleles, guitars and real Hawaiian tunes and singing, delighted people from Oakland, San Francisco, North Dakota and New York in one bus, and a group of singing Mexicans added to the merriment of an international company in another.

The sociability of the Wednesday tour had its climax in the old-fashioned Spanish California Barbecue that awaited us in a Pasadena park. To those of us who knew only the roadside "barbecues" that tire the eyes of motorists, it was a revelation! A Mexican chorus affiliated with the Los Angeles Playground and Recreation Department entertained us, and soon thereafter we were seated in the Rose Bowl to see the international play festival.

The Closing Luncheon

Having started this article in the Rose Bowl, we should, in keeping with the Californian sense of beauty, end it there. But we must go on. The closing luncheon of the Congress became also a festival, though not called so. Several of the leading foreign delegates, each speaking briefly of his impressions of the Congress, took us once more from nation to nation with a sense of the power that play has of making us all kin. Each one spoke with thoughtful admiration and sincerity.

Just before the speaking there came out of the California of 400 years ago a handsome company of young people in the costumes of the time, and danced for us.

It would be impossible to tell of all the many acts of hospitality which made the Congress memorable, or of the unfailing courtesy of city and county officials. To these officials, to members of the staffs of the recreation departments in cities which entertained the delegates so delightfully, and to the thousands of children who took part in pageants, festivals, plays, and similar events, the first International Recreation Congress is deeply indebted.

Descendants they are of the Spanish adventurers who first gave to that land of the Franciscan Missions and the vast Ranches the glow of romance that even the gold rush and the booming and boosting of cities have not destroyed. Those adventurers, unlike the settlers in our northeastern states, brought their old world culture with them, with all its grace, urbanity and fine sense of the behavior befitting a lady and a gentleman. Their descendants brought it to us in dancing to fascinating old Spanish and Mexican music. The charm, courtesy and yet full gaiety of those dances, even of the faster, more vigorous ones, make one wonder again at the cultural wealth still hidden in this country of many peoples that can enrich American life and help in unifying it if only we can recover sufficiently from a century of progress and lost leisure to see it, enjoy it and take unto ourselves whatever of it each one finds to be true to his or her own nature.

In spite of the many good aesthetic influences described herein, this article will end with an introduction. But the Irish, at least, who are a great, beauty-loving people, will not mind that; for it was none other than a good Irishman who said, "I always was behind before, but now I'm first at last." The introduction we are meaning to describe is composed of the experiences of a jolly company of about thirty Congressers on their way to Los Angeles on the Pennsylvania and Union Pacific Railroads. If RECREATION were a magazine only for them, we could fill a whole issue with those experiences. But we must be brief if only out of deference to the hundreds of readers who would only be made too envious of us by a full account of our exploits.

To begin with, we boarded two Pullman cars at Pennsylvania Station in New York with the comfort of knowing that they would be home for us from one end of the country to the other. We were soon entirely at ease in an international company that included Miss Legg and Miss Barlow of England and Dr. de Molner of Hungary. We later discovered as fellow-travelers the Polish Olympic team and the Polish Surgeon-General, Dr. Rouppert, who was one of the Congress delegates.

The parks of Chicago, which some of the delegates were privileged to visit, are devoted to serving the people.

Chicago Greets Us!

After an afternoon and evening of chatting with frequent changing of partners, we were on the next morning very cordially greeted in Chicago by a committee of the city's recreation executives. From then until supper-time we were treated like a delegation of European premiers come to see the city. The special bus and private cars in which we rode were preceded by two motorcycle policemen whose sirens sent out an almost continuous calling that cleared the way and made traffic lights of no account whatever to us. We were taken through the botanical Conservatory with its unexcelled collection of tropical plants; we had impressive views of Chicago's superb parks and playgrounds, and demonstrations of crafts were given for us by children in the recreation center at Gage Park, though it was a beautiful Sunday. We toured the great Naval Pier and from its farthest point away out in the lake we saw the city's majestic skyline. We visited the Stadium, and we entered the Science Building of the Century of Progress Exposition where, among other striking exhibits, we saw a model of the entire Exposition grounds as they will look when all the buildings are completed; a wonderful prospect that gave us. But most remarkable of all, we thought, were the views we got of the city's twenty-five miles of fine beaches. Those we saw were as attractive as the beaches at our seaside resorts, and the large number of people using them, fine and healthy looking in their swimming suits, completed in full measure a scene such as we go many miles to see and be

a part of and then dream of through all the long months until the next vacation time. To make many miles of such a vacation land in the city and to have it used as we saw it used, all with the more than willing support of the taxpayers (as they have supported the great development of parks) is an achievement of which not only Chicago but the whole nation can be proud.

We were guests of the South Shore Country Club for luncheon at their handsome and luxurious clubhouse where from our host, Mr. George Donahue, President of the South Park Commission, Colonel Gaw who spoke for the Mayor, Mrs. Purvin and others we learned more of the idealism that is making Chicago one of the best cities in the world. In the evening we were given free use of some rooms at the fine Stevens Hotel where we stayed, or walked in the lakeside park which it faces, until train time brought us back to our Pullmans which had been attached to the Union Pacific train that took us all the way to Oakland. The talk as we were gathered at the station was full of praise for the experiences of that day and for the Chicago people who had provided them for us.

We must pass quickly over the journey from Chicago to the Pacific though there is much to tell of the beauties of desert, hills and sky, of singing in the moonlight as we sat or stood on the observation platform, and of short walks in places where the train stayed for more than a few minutes, places that in our childhood we thought of as the "wild west" of Indians and cowboys. Mayor Buckingham of Bridgeport, Connecticut, who was with us from beginning to end of our journey and of the Congress, was our spokesman at all social functions such as we had in Chicago and, later, in Oakland, San Francisco and elsewhere. He was also our photographer. One of the chief events of the Congress for us, for what we then called the Alumni Association of the Union Pacific Railroad, was the Mayor's showing of the three reels of motion pictures he took of us on that journey and in the cities we visited.

On a hot day Mr. Braucher did us the kindness of having a birthday which gave us the opportunity to surprise him with an afternoon party in the cool diner, a very jolly affair.

At Last—California!

Our introduction to California hospitality was made in Oakland where upon arriving on a fresh sunny morning we were greeted by officials of the recreation staffs of Oakland and other "bay cities." In a fleet of automobiles we were guided to the Oakland Hotel by three extremely efficient and courteous motorcycle policemen. Native flowers, eucalyptus trees and palms seen on the way were a fitting accompaniment to our feelings and curiosity on being at last in the Golden State. After ample time for a leisurely breakfast we gathered in the hotel lobby, were given copies of an itinerary for the tour, and a verbal plan for the rest of the day which included an offer of the use of an automobile for any one who cared to go anywhere in the evening. The tour took us through Oakland, Piedmont, Berkeley, Richmond and Alameda and showed us playgrounds and other recreation centers that made one of our Eastern delegates exclaim, "I thought we were doing pretty

A few of the guests who enjoyed the barbecue in the beautiful setting of the grove given San Francisco by Mrs. Sigmund Stern.

Down the hill, winding through the towering eucalyptus trees, came a procession of dancers and singers in gaily colored Spanish costumes, and for a few brief moments we lived again in the early days of California.

ell in recreation in our own, but I can see now hat we are 'pikers.' "

The University campus ith its celebrated Greek heatre also interested us, nd the lovely homes, hills and views from the kyline Drive were a great delight to see. Mills ollege, a most interesting modern educational enter, entertained us delightfully at tea. Luncheon and gracious talks under the trees in beautiul Mosswood Park were followed by a playlet iven by children in an outdoor theatre nearby. he place for this theatre, which is now very attractive, was formerly an ugly park dump. Here e saw for the first time what we observed again nd again during the rest of our stay in Caliornia: the freedom and spontaneity of the chilren's dramatic and musical activities and danc-ng, and yet the unusual excellence of it. We saw undreds of children at play on that day in diferent places and in all sorts of activities, includ-ng handcrafts, and we ourselves had a swim in fine large pool that is in charge of the recreaion department of Richmond. If any further roof is needed of the valuable effects of recreation facilities and leadership in a city, we can turn with confidence to the achievements in health and joyous expression that are to be seen again and again in the California "bay cities."

After a night's rest in that good Oakland hotel in which beds do not shake and there are no cinders or dust to which four nights on a train had accustomed us, we crossed on the upper deck of a ferry to San Francisco. The most thrilling way to approach a city such as San Francisco is by ferry, and we enjoyed it thoroughly. The Hungarian Olympic team was also on the upper deck and they sang for us. In San Francisco we met the same generous hospitality that was shown us in the "bay cities." We saw fine playgrounds, including a Chinese one, the Park Commission's Yacht Harbor, the Palace of Fine Arts, the fine Lincoln Golf Course, the beautiful Legion of Honor building also administered by the Park Commission, Golden Gate Park—an almost magical outgrowth of the imagination and work of Mr. John McLaren — and the

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Police Commissioner Mulrooney on Recreation Budgets

New York's Police Commissioner tells why he believes it unwise to begin budget cutting with children's playgrounds.

By J. C. WALSH
Member, Board of Directors
National Recreation Association

POLICE COMMISSIONER Edward P. Mulrooney, besides being exceedingly efficient in that office, has come to be recognized as the most convincing advocate of recreation there is in New York. The two, in fact, go together. When he was appointed he was unknown except to other members of the police force. Presently the newspapers were full of his activities in hunting down desperate criminals, especially those who made free with the lives of police officers. It was not long before he had the ear of the people, and when he speaks on subjects off the line of duty it is generally about recreation. What he says may be the same as what others say, but his background is special and when he speaks it is with authority. When he was interviewed for RECREATION it took less than a minute for him to brush in that background.

Underwood and Underwood

Commissioner Mulrooney combines practise with theory. He instituted the Bureau of Crime Prevention with Miss Henrietta Additon as head. This marks a new departure in social service that may, in future years, prove of utmost importance. And he has had his staff organize citizens' committees in all the precincts as an aid to his Sand Lot League of over 2,000 members, not many of whom, he feels confident, will find their way to the morning lineup, especially for killing police officers, who are trainers for the clubs.

"The picture," he said, "is always the same. In the police line-up every morning what is it we see? A lot of youngsters from eighteen to twenty-three. There must be a reason for that. It isn't in the papers yet, but just last night three of them stole a motor car and started out on their rounds. They held up two speakeasies and then went into a store. People on the street knew what was going on. Just then three of our men passed on their way home. The news put them on duty again. They knew that place had three doors. They are trained to know such things. One went to each door. The first man in was killed by a bullet through the forehead. The one who killed him was eighteen—the oldest of the group was twenty-five. They had the limelight this morning, but there were plenty of others of the same ages. You cannot look at that kind of line-up every morning without doing some thinking about why it is always the same."

As the story was told it sounded impersonal, something that had become, through long familiarity, just part of the day's work. The Commissioner is not callous about his men being killed. Far from it. He has made that sport most unpopular, in fact. The man who entered a hospital and killed a policemen more than a year ago came to a violent end recently after doing his best to kill the officer

who tried to arrest him, and Mr. Mulrooney was on the scene as fast as a train could take him. But catching the criminals does not appeal to his mind as constituting a complete answer to the police problem.

"We catch criminals, and then we turn them over to others. And then what happens? If you will think back over what has been said and done these last few years you will see that a lot of time and trouble is devoted to these people. At one time you have a wave of sentimentality. The criminal is held to be just a poor unfortunate of whom no better is to be expected, and society is invited to coddle him for his own and the general good. Then you get a wave of opinion demanding punishments of extreme severity. The law imposes such penalties, and then presently there is a demand for mercy because the penalties are unreasonable. So the pendulum swings, and neither recourse produces any definite results. The criminal is still there. The State has to spend more and still more money on him. They try better buildings, they try better psychiatry, they blow hot and cold on parole systems, and still the tribe increases. We here have been wondering whether it might not be both better and cheaper to start at the other end. We think he might be caught before he becomes a criminal, and see for ourselves whether he really has to be. That is where we begin to be interested in the possibilities of recreation."

"You mean that recreation is a help?"

"Of course it is a help. People may say we are just theorizing, but we see a good deal that goes on, and we know that where a boys' club or a playground flourishes we have less delinquency to deal with, and delinquency, to the police officer, is the by-path that opens on the main road to crime."

"Is it then your idea that if a boy does not have the kind of play that is good for him he will turn to something that is not so good?"

"Certainly. A boy's mind is active, and a growing boy must have play. It is as much his due, over a certain period, as food. 'The thoughts of a child are long, long thoughts.' Life in a great city is hard on children. Many of them live in tenements piled six deep or more on every block. The homes in them are not all they might be. Neither are the boys' parents; not always. Lots of good people have been poor, but plenty of poor people are not so good. The children may be underfed, weak in body, discontented in spirit, and for relief where are they to go? No place for them but the street where they are at the mercy of every bully if they are weak, apt to turn into bullies themselves if they are strong. That is the foundation of the gang spirit, whereas what is needed is the team spirit. We know that the gang is the nucleus of crime. And we know, too, that the boys' club, the playground, have the opposite tendency. That is why we are for wholesome recreation as the first move towards keeping boys, yes and girls, of eighteen out of the morning line-up."

"No doubt you have noticed that there is a tendency to cut down on the appropriations for such purposes in the present budgetary emergency. Do you favor that?"

"I sympathize with the budget makers, of course. I have troubles getting them to see even the police needs as I see them and to provide accordingly. But you don't suppose the difficulties parents are experiencing just now, most of all in the tenement districts, are making the problem any easier for the child on the streets, do you? We here know something about it. We ought to. Last year we distributed a quarter of a million in cash and made 800,000 allotments of food, to say nothing of clothes for 75,000 children. Where they are without so much, we ought, if we can, to leave them what little happiness can be got out of their play. Suppose we took it away. The bill would come in later, part of it for the police department, part of it for the maintenance of criminals. Maybe I am wrong, but my present belief is that the money spent in maintaining a few criminals will keep an infinitely larger number out of the ranks of crime, besides letting the city youngster have the play happiness he is entitled to like any other child. With finances in all cities the way they are, I don't suppose we can look for new capital outlays on parks and open spaces, but I don't see eye to eye with those who begin with children's playgrounds when they start budget cutting. Of course, they soon find they are wrong in doing so, but a little reflection in advance would have told them that."

"In the last analysis, if there is to be any permanent diminution of crime, we shall have to look to our adolescents. . . . Educators and social workers know from actual experience that juvenile delinquency gives way before supervised playgrounds and well organized boys' and kindred organizations." *Lewis E. Lawes* in "20,000 Years in Sing Sing."

Hallowe'en on the Playground

Comes again the night when fun and folly reign!

Courtesy Board of Recreation Commissioners, East Orange, N. J.

Witches, pumpkins, apples, black cats, weird costumes and strange noises! What a delightful medley of foolishness is Hallowe'en!

How are you planning to celebrate Hallowe'en on your playgrounds this year?

Celebrations on almost fifty playgrounds were the achievement last year of the Los Angeles Department of Playground and Recreation, and parades, bonfires, games, stunts, races, story-telling and costumed dances combined to give enjoyment to the thousands of people who attended.

THE PROGRAM

A few of the programs presented on the Los Angeles playgrounds may be suggestive.

A General Party

8:00 P. M.

Lighting fire
Band music
Short program
Tumbling and stunts
Nut scramble
Races for various age groups
Apple bobbing
Fortune telling
Story telling

A Little Children's Party

3:00-5:00 P. M. Bonfire
Treasure Hunt
Hallowe'en frolic on hillside
Stunts

Introducing "Eats"

7:30 to 10:30 P. M.

Bonfire, wienie and potato roast
Races: sack race, three-legged, etc.
Costume parade: prizes
Peanut scramble
Apple bobbing
Stunts

A Varied Program

4:00 P. M. Children's play
4:35 P. M. Story telling
5:15 P. M. Games for small children
7:30 P. M. Bonfire
Games around bonfire
Costume parade—prizes for the funniest, weirdest and most symbolic
Stilt races—15 yard backward race; 25 yard forward race; sack race
7:45 P. M. Marshmallow toast Wienie roast

For Old and Young

7:00 P. M. Bonfire
7:30 P. M. Costume parade for small children
8:00 P. M. Costume parade for older persons
8:30 P. M. Prizes
9:00 P. M. Wiener bake Potato roast
9:30 P. M. Games for young people
10:00 P. M. Games for older people

The Mystery Man Visits the Playground

7:00 P. M. Bonfire lighted
(a) Introduction of Bobby Burr in plain clothes. Bobby Burr will then retire and don a disguise. He will return at 7:30 and mingle in the crowd at which time the costumed children will attempt to discover him.
(b) Parade of all costumed children
(c) Awarding of prizes to winners in parade
7:30 P. M. The hunt for Bobby Burr, the Mystery Man
7:45 P. M. Announcement of winner of Bobby Burr hunt
7:50 P. M. Games, stunts
9:00 P. M. Marshmallow and sweet potato roast

Three Day Celebration

Wednesday—3:30 P. M. Hallowe'en play—children
Wednesday—8:00 P. M. Hallowe'en dance and party
Friday—3:15 P. M. Hallowe'en party—children
Saturday—7:00-7:15 P. M. Bonfire lighting
7:45 P. M. Community singing
8:15 P. M. Costume parade and awarding prizes
Games
9:00 P. M. Wienie and potato bake
10:30 P. M. Finale

here Three Centers Combine

:30 P. M. "Fire Spirits" (a true Hallowe'en story of long ago)
:00 P. M. Dances, games, stunts
:30 P. M. Party for all children under ten years of age
:30-6:30 P. M. Evening dinner hour

TION I
:00-7:30 P. M. Ross Snyder Boys' band concert
:30-8:30 P. M. Stunts—boxing; three-legged race; stilt races; backward race; tug-o-war; crab race; serpentine; sack race; peanut scramble
:00-9:00 P. M. For mothers with children under ten years of age; open house; pink lemonade and cookies; peanut race; apple eating contest; the ghost house; games
:30-9:00 P. M. Costume contests: Contest for the best costume for juniors and the funniest costumes for seniors; selected by judges and popular applause. Ribbons awarded.

TION II
:00-11:00 P. M. Program of entertainment
:00-12:00 P. M. Free social dancing on tennis courts

TION III
1:00-12:00 P. M. Bonfire, wiener bake, marshmallows, or "what have you?"

ien Ghosts Walk

:00 P. M.
1. Pie eating contest
   Costume parade
   Apple bobbing
   Ghastly ghost game
2. Bonfire and wiener bake
3. Descent into King Tut's tomb
4. The graveyard at midnight
5. Fortunes of the Foolish in Bluebeard's Den
6. Pumpkin dance and other numbers

Among the plays given on the various playunds were *Shadows on the on, Witch of Midnight, The stful Witch, The Giggle tch, The Lucky Bunny, Hale'en at the Back of the rld, Fire Spirits, Hallowe'en blins, The Goblin Stone, Two tle Witchlings, Feathertop, Five Ghosts.*

Increasingly cities are providing Hallowe'en programs which will keep children off the streets and happily occupied on an evening which in the past was so often given over to disorder and the damaging of property. Recreation departments are creating a new Hallowe'en tradition.

A FEW GAMES FOR CHILDREN

Ghosts and Witches. The players are divided into two teams of ghosts in lines on opposite sides of the room. Each team has its witch who, blindfolded, sits in the center of the room listening for wandering ghosts. The object of the game is to see which team is lightest on its feet. The players take turns walking around the two seated witches and if perchance a witch thinks she hears a ghost she calls out: "I hear a ghost." If she is correct the player loses a point for his side. If a witch detects one of her own team, it scores two points for the opposite side. If a witch's guess is incorrect, her team loses a point. Needless to say the keynote of the game is "caution."

Black Cat and Bat. All the children, except two, join hands and form a circle. The one who has been chosen to be the bat stands within the circle. The other, chosen to be the black cat, stands on the outside. The black cat then tries to catch the bat. The play group favors the bat and lets him "fly" freely in and out of the circle. They work against the black cat and try to keep him from catching the bat by raising and lowering their arms. They must, however, not bend their knees or try to keep the black cat out by the use of their feet. When the black catch catches the bat, both join the circles at any points they choose. The child to the right of each becomes the bat and the black cat for the next game. If the play group is large it adds to the fun to have two cats.

Apple Race. The contestants for this race carry four apples in a row on each outstretched arm to a given point at the opposite side of the room. They may possibly arrive with one in each hand but the others are apt to be found anywhere along the way. The person who arrives at the goal with the eight apples intact certainly deserves a prize!

Witches and Cats. The one selected to be the witch kneels on the floor with her back to the other children and pretends to stir the broth. The players arrange their positions every now and then so that the witch cannot tell their locations. The witch says: "Number five, tell me who you are." The player fifth in line then answers with his voice disguised as much as possible: "I am a big black cat, Meow-ow." If the witch can

guess to whom the voice belongs she says: "Cat, Helen Jones, come stir my broth." If her guess is correct, Helen Jones changes places with the witch. If the guess is wrong, the witch must keep on stirring and guessing until she correctly recognizes a voice.

Goblin Wants a Corner. Each player but one has a goal, either a corner or other definite spot. The one who has no goal is the goblin and goes up to one of the others and says: "Goblin wants a corner!" The one addressed replies: "Goblin, ask thy next door neighbor." During this time the others change goals and the goblin tries to get a "corner" or place used as a goal. If the goblin has tried several times without getting a "corner," he may go to the center of the group and call "All change." All must then change places, thus giving the goblin a better chance to get a "corner." After all the players have changed goals the child left without a "corner" becomes the goblin for the next round.

Have You Seen My Jack-o'-Lantern? All the children, except the one who has lost his jack-o'-lantern, form a circle. The one not in the circle goes around on the outside, taps one of the group on the back and says: "Have you seen my jack-o'-lantern?" The child addressed says: "How is your jack-o'-lantern dressed?" The child then describes the dress of someone in the circle. For instance, she might say: "My jack-o'-lantern has on a blue suit, green necktie and brown shoes." As soon as anyone senses that he is being described he runs around on the outside of the ring, the one who lost his jack-o'-lantern going in hot pursuit. If the chaser catches the jack-o'-lantern before he gets round the ring and back into his original place the jack-o'-lantern must be "it" for the next game. If the chaser fails to catch his jack-o'-lantern he must take another turn.

The Black Cat and Her Kittens. The child is who is chosen to be the black cat leaves the room and all the rest of the children take their places around the table. They place their arms on the table and lay their heads on their arms in such a way that they cannot see what is going on in the room. The one in charge of the game then touches several of the children on their heads and they become the black cat's kittens. The black cat is recalled and her kittens meow for their mother. She must try to locate her kittens by their meows. The first kitten to be found by the mother black cat must take her place for the next round. After the first kitten is located the rest must keep on meowing until their mother finds them.

Hitting the Apple. A large paper apple made from red paper is pinned to a cloth and tacked to the wall. Standing thirty feet away, each person is given a turn at throwing a tiny rubber ball at the apple. Each person who hits the apple receives a score of five. After five turns around the person having the highest score wins.

"Do you like to play with witches?
Have you ever waltzed with ghosts?
They say they're entertaining
And they're very merry hosts.
Don't be afraid to come around,
We promise lots of good fun—
There's bound to be a jolly time
With every ghost a live one!"

FOR OLDER PLAYERS

Don't forget grown-ups in planning for Hallowe'en. At community buildings, field houses, school centers and meeting places of all kinds there should be parties with decorations galore to add the proper atmosphere.

Decorations

These decorations, the Department of Public Playgrounds and Recreation of Reading, Pennsylvania, points out in a bulletin, information from which we quote here, make things interesting from the very beginning. Autumn leaves, corn shocks, cut-outs in the form of witches, owls, bats and caldrons all help to create the spirit of Hallowe'en.

At the entrance there are two jolly scarecrows welcoming the arriving guests. Inside the door is a ghost who acts as director and points the way to go. Windows and doors are converted into transparencies by covering them with yellow tissue and pasting cut-outs in various forms. Inside the party room there may be corn shocks scattered about with a scarecrow here and there, autumn leaves strung on string or wire and hung from opposite corners of the room, and autumn branches used for ornamentation. Jack-o'-lanterns and candles in candle holders made from carrots and oranges provide lights, and an illuminated skeleton forms the major part of the decoration. Use as many mirrors, large and small, as possible to reflect and multiply the lights and shadows. Burning bowls of alcohol to which salt has been added give a ghostly light. If there is a fireplace colored fire powder should be thrown on the flame occasionally.

Another type of decoration is that in which epe paper is used largely. Contrasting colors e orange and black. Shades are made from ange crepe paper for the electric lights. Fringed per may be hung about the room and in the orway, and a delicate spider web can be made winding gold ribbon such as is used to wrap fts at Christmas time around a constructed ame similar to the spokes of a wheel.

he Guests Arrive

A good preliminary stunt is to take guests rough a Tunnel of Terrors. Guests on enter- g are taken into a dark room and instructed by e ghost not to talk. When all have arrived the ost announces that all are to follow him in sin- e file. He leads them to a door whose knob has en electrified and informs them that the door ust close upon each person who opens it. The ost then ushers the guests through the dark nnel of Terrors, each person following the pe which has been woven from room to room. spended from the ceiling so that they brush e face of each guest are hung stuffed gloves, ces of wet fur and similar "horrors." There the rattling of chains, a moaning by someone r off, and the blinking of two eyes off in the rner made by using empty egg shells in which ctric light bulbs are inserted and which are shed on and off every now and then. The ests are brushed by a feather duster and pieces ice manipulted by ghost helpers. The last event fore being escorted back is the bidding of good- e to the High Ghost of the Tunnel of Terrors no has on a wet glove frequently dipped in ice ter. The guests then return to the party room r games and stunts.

atching Partners

1. Matching apples which have been cut in two parts
2. Matching paper pumpkins, witches or bats which have been separated
3. Write fortune rhymes of two lines, half as many as there are guests. Separate the first from the second line. Give the girls the first lines and boys the second lines, instructing them to find the person with the line which rhymes. Be sure only one of the rhymes has the same ending.
4. The witch does her best—or her worst—in choosing these partners. The men line up in one row and the girls in another, while the witch, blindfolded, walks down the one line and then the other tapping one person on each side. These two step out and become partners.

Games

Games suggested for large groups include *Skeleton Tag, Chatty Travel, Pumpkin Relay* and *Pumpkin Hustle.* For either large or small groups such games may be used as *Skeleton Names, Hallowe'en Pass, Corn Cob Swing, Flying Goblin* and *Bottle Fortunes.* Games appropriate for small groups include *Shady Skeleton, Witch Nine Pins, Giving Pumpkin Face a Nose, Apple Dart* and *Black Magic.*

Skeleton Tag. Players form a large circle and extend left hands toward the center. An extra player with a group of keys, runs counterclockwise around the inside of the circle with his right hand extended. As he runs he takes one of the players by the left hand who in turn takes another player; the line continues to grow until the leader drops the keys, when all scramble back to their places. The last one to find his place starts the next line.

Chatty Travel. Players form in a double circle. When the music starts the circles march in opposite directions. When it stops both the circles face each other and players "get acquainted" with those opposite. The next time the music stops the outer circle tells those inside: "What I would do if I met a ghost in the cemetery at night." At the next meeting the inside circle tells the outside circle: "What I think would be worse than two skeletons serenading on a tin roof," etc.

Pumpkin Relay. Players line up in files each facing a pumpkin which is twenty feet away. On the word "go" the first player in each file runs up and around the pumpkin, comes back, touches the second person and so on until the last person in each file has completed his run. The team finishing first wins.

Pumpkin Hustle. Players form in files, an equal number in each. The first one in each file carries a good sized pumpkin. On "go" he turns to his left, goes down the aisle by the side of his line to the end, then around and up to the right side. He gives it to the next one and stands in his place. Each one in turn makes the trip but must go around the entire line from wherever he started. The file finishing first wins.

Forest Fires and the Recreationist

By MARIE F. HEISLEY
Forest Service
United States Department of Agriculture

When you go into the forest to seek recreation, be sure you do not add to the forest fire's devastating toll.

"FIRE! Fire! Fire!" How many times have we city dwellers heard that cry! With what excitement we follow the fire engines to an unknown destination! Oftener than not it is to find that it is fortunately a false alarm or a trickle of smoke. Sometimes we come to a larger fire when a house, factory, or other building is ablaze, or perhaps a lumber yard is going up in smoke. And there have been times when the engines led to a conflagration which covered many blocks and caused untold damage before the last spark was finally extinguished.

The man in the forest, however, has no such loud alarum to tell him of the presence of fire. Usually he first detects it by the "smell of smoke" or by a telltale wisp curling up from the trees. For his own safety he must try to locate the fire and if he cannot put it out himself, must summon help to do so. But even under the best conditions it is not always possible to get men and equipment to a forest fire before it gains considerable headway. It may burn over acres of ground and require a large force of men to control it. Sometimes a forest fire develops into a devastating force that consumes everything in its path, destroying not only valuable timber but farms and towns and even human life. Such a fire is a calamity of major importance, ranking with flood, pestilence, famine and earthquake. Forest fire has therefore aptly been termed the "Fifth Horseman" that rides with the other Four of Biblical lore over a careless world.

Fire has been the scourge of forests probably ever since their beginnings. We have numerous evidences of its existence even in pre-historic times in the charcoal found in geological deposits. When wood is once reduced to charcoal its structure may be preserved indefinitely. Thus from the presence of charcoal in deposits from the

Courtesy Seattle Department of Parks

various geologic ages we assume that forests existed and from time to time were destroyed by fire long before the advent of man.

Fire-scarred big trees in California show that great fires occurred in that State in the years 245, 1441, 1580, and 1797. Evidence also points to forest fires in Colorado in 1676, 1707, 1722, 1753 and 1781. The West, however, had no "corner" on these early forest fires, for history records a fire in New Hampshire and Maine in 1761 and one in the region south of Mount Katadhin in 1785. One of the greatest recorded forest fires of this country also occurred in Maine in 1825. It is commonly referred to as the Miramichi fire. This fire burned at the same time as a fire of the same name in New Brunswick, but was a distinct fire, separated by many miles from its Canadian contemporary. The Maine fire burned more than 832,000 acres, or the equivalent to thirty-eight townships, and according to one authority, destroyed enough standing timber to build thirty-eight cities of from 40,000 to 50,000 inhabitants each.

Since then other great fires have occurred in this country from time to time. Some of the worst of these happened in the last three decades of the 19th century in the Lake States, when vast forests of white pine covered practically all of that region. Perhaps the greatest forest fire since the creation of the National Forests in 1905 was the Great Idaho Fire in August, 1910. Like the Miramichi fire the Great Idaho Fire occurred in a season of little or no rainfall. The National Forests of the panhandle of Idaho and western Montana were tinder dry and numerous small fires were burning in the mountains. A pall of smoke hung low over the whole region. Forest officers were praying for a change of wind that would bring rain to help them put out these fires when out of the Northwest came a trickle of breeze which in a short time lifted the smoke blanket, and promised to revive the whole parched countryside. This life-giving breeze, however, was "a delusion and a snare." It rapidly developed into a wind of hurricane violence which picked up the widely scattered fires and turned them loose upon the whole region. Impelled by the 70-mile gale, fires that were but a few minutes before miles away, were howling and roaring down upon hamlets and camps, upon the lone cabins of settlers, streaming up green mountain sides and leaping across canyons. Within a few hours this tidal wave of fire spread over 2,000 square miles of forest. When after days of smoldering, it finally burned out, it left in its wake billions of feet of splendid timber strewn in charred and shrivelling heaps and blackened stumps. This fire caused an estimated loss of over $650,000,000 and the deaths of eighty-five or more persons. This figure, however, does not include the loss in recreation values sustained by the devastated region.

Campers were responsible for one twelfth of the forest fires occurring last year.

When Fire Takes Its Toll

When fire sweeps through the forest, recreational values are bound to suffer. No other agency can so effectively wreck the beauty of the forest or create a scene of such desolation. A fire-swept forest, where the burned skeltons of trees cast their ghostly shadows, holds no profit for the recreationalist, be he hiker, camper, fisherman or hunter. For in addition to destroying forest vegetation, fire kills forest animals and birds out-

right. Even ground fires which apparently do little damage to the trees are a real menace to recreational values. By scarring and weakening the trees they increase the danger of attack from insects and fungi which invariably mar forest beauty. Ground fires, too, destroy the eggs and young of ground-nesting birds and kill small game animals of various kinds. Thus repeated fires, directly and indirectly through their influence on the food supply, are responsible for the decrease in the number of game animals, birds, and other forms of wild life in our forests. It has been said that by destroying large quantities of caribou food in Maine, the Great Miramichi fire was responsible for driving those animals into Canada.

Fish, also, are among the victims of forest fires. Destruction of the forests on watersheds tends to decrease the low and steady water flow of streams which is essential to fish life. Fish are killed by the complete drying up of streams and also by the increased temperature of the water in seasons when the run-off in streams is small. By raising the temperature of the waters of streams, forest fires are directly responsible for the death of thousands of fish. In the Great Idaho Fire it was found that the water in some of the forest streams became so hot that the fish were literally cooked. Forest fires have also killed large numbers of fish by changing the chemical composition of the water. Brook trout especially are killed when a fall of ashes makes the water too alkaline.

I love to wander through the woodlands hoary,
In the soft light of the autumnal day,
When Summer gathers up her robe of glory
And like a dream of beauty glides away.

Sarah H. Whitman
in *The Minnehiker*, September, 1932

According to United States Forest Service estimates, 186,894 forest fires occurred in the United States during the calendar year 1931. They burned over 51 million acres. Slightly over one-third of these fires occurred on Federal, State, and private lands protected by some system of organized fire control. The remainder occurred on unprotected areas. Man's carelessness was responsible for about nine-tenths of the fires on protected areas. Careless smokers caused almost one-fourth of them, and ranked second only to incendiaries as causes of forest fires. Campers rank sixth, being responsible for a little over one-twelfth of our forest fires. It is thus a fact that persons who came to the forests for recreation were responsible for a substantial percentage of the fires. If this is so on protected areas, pleasure seekers must have been responsible for even a larger percentage of fires on unprotected forest lands where there are no regulations about care with fire.

Taking Precautions

When recreationists are careless with fire in the woods or forest, they are "killing the goose that lays the golden egg." Neither they themselves, nor any others will seek pleasure among charred snags and burned stumps. It therefore behooves those whose work involves recreation in the forests to keep in mind the ever-present danger of fire, and to impress upon recreation groups the necessity for constant care with inflammable materials in the woods.

If you should come upon a woods fire, try yourself to extinguish it. In case you cannot do this notify the nearest Forest Ranger or Warden or get other help as soon as possible. A camp fire is always a pleasant adjunct to a woods party. It is also a potential source of danger. Should you wish to build one, the first step is to get a campfire permit from Ranger or Warden if one is required in that area. Then clear away all inflammable material, such as leaves and duff, for a distance of several feet, and make your fire small, away from old logs, trees, etc. Always extinguish the fire with water before you leave it—and be sure it is dead out. Many a camp fire that appeared to be out has later run away and caused serious damage.

It is always necessary that care be used in smoking, even when merely driving through a wooded stretch of country. Matches and cigar and cigarette butts must be completely out before they are thrown away.

On the National Forests, where Uncle Sam provides excellent opportunities for outdoor recreation, the careful recreationist is always welcome. But Uncle Sam insists upon observance of the rules for the safety of the forests, and recreation leaders whose work takes them to the National Forests are urged to remember fire danger *always,* and to teach those with whom they work to *be careful with fire in the woods.*

The Joys of the Road

It's not the weather that counts in hiking! And each season has its own delight.

THERE are 108 people in New Haven members of the Hiking Club fostered by the Recreation Commission who would rather walk ten miles on a Sunday morning than ride a hundred in an automobile according to the New Haven *Register*. They know the exhileration that comes from swinging along a well-blazed trail, the happy feeling of well-being that follows a scramble up a steep hillside, the comradeship of a crackling camp fire and the excitement of a tramp along moon-lighted paths.

Cold weather does not daunt them. Give them a frosty, mid-winter morning and you will not find them hugging the warmth of their firesides. Early morning finds them well started on their way to the starting point of the hike. At noon a stop is made for a luncheon cooked over a brisk wood fire, and by the middle of the afternoon, if this is not an all day affair, they are back in New Haven.

Rain does not discourage them. While others spend a restless Sunday scolding the weather man for spoiling their week-end plans, the members of the Hiking Club are on the trail, unless the weather is impossible. Give them a gentle Spring rain shower, and clad in slickers and rain apparel, they will get as much enjoyment out of the hike as they would on a bright summer's day.

And as for snow—they love it! Under a blanket of snow even the most familiar landscapes become new territory to explore and nothing is perhaps more lovely than the countryside after a snow storm. Then too, snow brings opportunity for winter sports. Skiis and snow shoes are taken along. Hot coffee is served at luncheon time.

Courtesy U. S. Forest Service.

Only the hiker can know the satisfaction which comes when the summit has finally been reached.

In summer interest in the hikes does not wane, for it is indeed a relief to leave the hot city streets and stroll through blooming fields and country lanes. Every season of the year has its own appeal and summer is picnic time for every lover of nature.

The New Haven Hiking Club belongs to New Haven. Its ranks are open to everyone. Organized about a year ago under the auspices of the Board of Recreation, its fame is city-wide. And as it is a civic enterprise it is international and cosmopolitan in character.

What makes the Club especially interesting is the number of professions represented. Yale professors, clerks, stenographers, school teachers, librarians, office workers and men employed in the shops of New Haven industries stride side by side or in Indian file over hill and dale together. The interchange of ideas and tastes makes membership in the Club educational as well as recreational.

The walks the members take are carefully planned far in advance of the dates on which they are to occur. Records are kept of each hike. Thus far this year they have walked exactly 281 miles. A special committee takes charge of planning each trip and all possible material on hiking places is gathered in advance. Advice is sought and received from the State Forester, the Connecticut Forest and Park Association, whose offices are in New Haven, the Appalachian Mountain Club and individuals who have hiked in the vicinity. Usually several members of the Club go over the trail before the date set for the hike. A second committee is in charge of the food, while another arranges the various games and treasure hunts which are introduced in the schedule to give variety to the program.

The hikes are interesting from another point of view. Many of the members are interested in birds; others, in flowers: still others, in geology. These members are constantly on the lookout for interesting additions to these fields of knowledge and they impart newly found information to other members of the Club.

Usually cars are engaged to take the Club members to the starting point as many times the trail opens off the line of trolley cars. In this way much time is saved and the members are able to devote the majority of the morning to the following of the actual trail.

An overnight camp is maintained by the Board of Recreation. Every now and then a hike leads to the camp where supper is served and games and sports are enjoyed. Up to the present time the Club has not stayed over night at the camp, but plans are being made for such an outing this spring.

On some occasions the Club holds its hike in the afternoon, and every once in a while a moonlight hike is enjoyed. when the members start just before dusk, hike until it is dark, cook supper and then hike again.

Every taste in hiking—for there are tastes in this sport as in every other—is catered to. Those who like long distance hiking enjoy the trips that take them far afield. Others that enjoy shorter trails find them in the trails that lead them out of New Haven, and those who find particular enjoyment in the moonlight walks can organize a small group at any time or attend one of the larger hikes of this nature.

According to members of the Board of Recreation in charge of this particular activity, the Club is one of the most successful of the many enterprises sponsored by the Board. Since the Club was first formed its membership has increased steadily. It is now thoroughly organized with officers in charge.

NOTE: Writing further of the organization for the hikes, Miss Rose L. Dworski, Supervisor, Bureau of Women and Girls, Recreation Commission, states: "A group of eight morning hikes was selected and an attractive mimeographed folder with details as to time and meeting place and length of hike was sent to stores and offices. Bright posters were distributed in store windows and the newspapers printed the schedules.

"Before the eighth hike we knew who our leaders were. These were called together to help plan the winter series of sixteen hikes which were varied, some all day and some morning and some afternoon. By the time the spring schedule was ready for mimeographing a definite set of officers and committees had been organized and the program arranged for overnight trips, moonlight hikes and cave exploring excursions, and combined canoe and walking trips with alternate hikes for those not interested in swimming.

"The Connecticut Forest and Park Association has made the Club responsible for keeping the Quinnipiac Trail, which runs eighteen miles north of the city, brushed and cleared."

Who Are These Minnehikers?

Twelve years ago last

"Now the joys of the road are chiefly these:
A crimson touch on the hard-wood trees;
A vagrant's morning, wide and blue,
In early Fall, when the wind walks, too;
A shadowy highway, cool and brown,
Alluring up and enticing down
From rippled water to dappled swamp,
The outward eye, the quiet will,
From purple glory to scarlet pomp;
And the strident heart from hill to hill."

By *Bliss Carman*

Courtesy Minneapolis Board of Park Commissioners.

A "hobo" hike is one of the events of the season for the Minnehikers—that jovial band of trail followers!

winter a group of people including Park Board officials and others interested in the out-of-doors, began a series of Saturday afternoon hikes, each one routed to include some part of the city park system. The original idea of those making up this group was to acquaint people of Minneapolis with the beauties which lay within the boundaries of the city. This idea was gradually extended to include territory around the Twin Cities, and from these small beginnings came the Minneapolis Municipal Hiking Club as it now is.

As the demand for more hikes grew, several Sunday hikes a month and also Wednesday night hikes were added to the schedule. At first all hikes were scheduled and led by someone from the Park Board which was, and still is, sponsoring the club, but gradually veteran hikers began to make suggestions and to scout hikes, and finally in 1924 a committee of hikers was appointed to take charge of the schedule.

In the early days, the hiking season practically ended with the annual house party on Memorial Day, to begin again the first of September, although many outings and trips were gotten up by individual members during the summer. The demand for summer events became so great, however, that it was found necessary to issue just as full a schedule during the hot months as during the winter.

It is surprising to note that the attendance on hikes during the first year amounted to as many as sixty or seventy on one hike. It is more surprising that hikers often had to walk back to town, thus doubling their mileage, as no special buses were at their service.

During the twelve years that the club has been in existence, approximately 49,274 people have hiked 5,610 miles. And probably an equal number have attended the social functions of the club. Statistics for 1931 show there were 114 scheduled hikes during which 705 miles were traveled, the average length of hikes being 6.1 miles. The total at-

(Continued on page 357)

And another important date on the calendar of the Minnehikers is the barge trip up the St. Croix River.

Courtesy Minneapolis Board of Park Commissioners.

With the Recreation Executives

It was at such delightful buildings as the Exposition Community Clubhouse that delegates to the Recreation Congress were entertained.

At the meeting of Recreation executives held in connection with the International Recreation Congress, many serious problems were faced.

At the morning session of the meeting of the recreation executives, presided over by W. A. Kearns, Director of Physical Education and City Recreation, San Diego, California, W. F. Hansen, Superintendent of Recreation in Tacoma, Washington, gave a report of some of the things which are happening to recreation under present conditions and of the effects of the unemployment situation. The curtailment of budgets for recreation he designated as probably the most outstanding effect.

The Present Situation as to Budgets

A recent statement based upon the reports from more than fifty cities indicates that in two-thirds of the 1932 budgets are less than for 1931, and the average decrease is approximately one-third of the total budget last year. It is probably fair to say that on the whole, municipal recreation expenditures for 1932 are not likely to be more than from two-thirds to three-fourths of what they were the previous year.

For the most part cuts are in line with similar reductions in budgets for other municipal services. In cities where the work has been of a very high order less drastic cuts have been made, even in the face of a crisis of municipal affairs. It has been found that where there is a special board responsible for the administration and determination of policies the work is on a more stable basis. It has also been shown that the presence of an active advisory council in some cities has been a great help in maintaining the recreation budget.

Recognition should be given the cities which are either maintaining work on the same budget as last year or, in a few instances, on larger ones. A survey of forty-two cities on the Pacific Coast and in the West indicates that in spite of necessary budget retrenchments recreation departments are actually expanding their services. Of the larger Eastern cities, New York has suffered practically no curtailment in recreation service this year, but is providing enlarged services as a result of the assignment of several hundred unemployed workers. In Newark, New Jersey, the Recreation Department has received an appropriation of $295,000, only $5,000 less than the previous year. Western cities have made available more than $9,600,000 in capital recreation outlays in aid of unemployment.

Increased Demands

Year Book reports for 1931 show an average increase in playground attendance of seventeen percent over 1929. At indoor centers the attendance has increased fifty percent, due in a large degree to the unemployment situation. In many cities recreation departments have been called upon to open special centers for the unemployed or to cooperate with other agencies in special service.

In spite of greatly increased general attendance there has been noted a marked decrease in attendance at facilities where charges are made. In many cities special privileges are accorded unemployed individuals and groups. In cities where it has been customary to charge a nominal fee for the use of facilities and where the income has not been sufficient to meet the operating cost, budget reductions have raised the question as to whether the facilities should be closed or the fee increased. In many instances rates have been raised; in others facilities are not being operated, or the operation has been cut to two or three days a week. There is apparently an increasing tendency to charge for the use of tennis courts, especially for night play. Charges for parking are also being increased or are being made for the first time. It is obvious that there is a great variety in the practice with reference to fees and charges resulting from the present prices.

On July 23rd immediately preceding the International Recreation Congress, the recreation excutives met to discuss mutual problems. This year, as was to be expected, they were chiefly concerned with problems of the present unemployment period, with budget curtailments, and with ways of keeping recreation services effective and of meeting increased demands in spite of reduced funds and decreased personnel.

The Effect on Recreation Programs

It may be said, in generalizing, that recreation authorities are attempting to maintain children's playgrounds first; and second, to afford a maximum of facilities and service for young people and adults, especially unemployed groups. There is a great variety in the program adaptations. In some cities the summer season is shortened; in others after-school playground programs have been eliminated. In some cases swimming pools have been closed, although no record is available of any municipal golf courses having ceased operation.

An effort is being made to provide a larger amount of service to the greatest number of people. Many cities are, therefore, featuring their picnic service this summer. It is not surprising that many special features which for the most part include small groups are being reduced or eliminated. Among these are drama, art and craft activities. Little new work is being started although reports indicate that a number of small communities are opening playgrounds under leadership this year for the first time. Among them two small towns, Puyallup and Sumner, Washington. In Tacoma a Civic Arts Association was organized last spring and has been very active.

A few cities are increasing their service. Denver has three additional playgrounds, Los Angeles thirteen, and San Diego two. Los Angeles is establishing a new beach camp. The playground budget in Santa Barbara has been increased from $6,600 to $8,200. The City Council at Whittier has just appropriated $3,300, and a year-round recreation program is being established. Pomona is undertaking supervised recreation for the first time in several years.

Effect on Recreation Personnel

On the whole recreation leaders have shown a splendid spirit of devotion in meeting the rather general salary reduction and in increasing their resourcefulness in making the recreation dollar bring the greatest returns. A study of the service in nearly 100 cities which spent less money in 1931 than in 1930 shows relatively little decrease in the number of employed leaders last year, though there was a decrease in salaries. In some cities a split

season has been adopted with summer workers recruited from the ranks of the unemployed. Few executives have left their positions although special staff workers have been dropped in a number of cities, and many playgrounds are being operated with reduced personnel. In a few cities the recreation staff has taken an enforced vacation and in a few others, as for example, Columbus, Ohio, and Detroit, Michigan, leaders have been giving a considerable amount of time without pay. One of the most outstanding developments has been the increase in the number of volunteers. So far as is known there has been practically no change in the type of local recreation administration.

Effect on Improvement Program

In 1930 and 1931 many cities improved and developed recreation areas largely through funds allotted for unemployment relief. In Tacoma, relief to unemployed was contingent upon work done in the playgrounds or parks. Reports show a decrease in such work at the present time, though it is still in effect in some cities. A number of public spirited citizens have made large gifts of land recently, realizing the value of such gifts at the present time both in making available additional recreation facilities and in aiding in the unemployment relief program. As an example of the way in which recreation departments are meeting this situation, Los Angeles may be quoted. Funds available for recreation purposes during the coming year will be approximately twenty percent less than they were in 1931-1932. In spite of this, many new facilities recently developed will be operated with no sacrifice in leadership standards. Savings have been effected by reducing maintenance costs twenty percent, abandoning two leased playgrounds and discontinuing the opening of ten small neighborhood playgrounds. A general salary reduction averaging ten percent has gone into effect, and there will be no expansion in the program of drama, music, and the arts unless volunteer leaders can be secured. In this way it is proving possible to carry on under the reduced budget without seriously curtailing any important part of the program.

In the discussion which followed, the problem of "tagged" revenues was raised. Many people, it was suggested, feel that revenues designated for one particular purpose are bad. Modern governmental trends, one executive stated, are away from tagged revenues, and if this attitude prevails the death knell of many fine pieces of work will be sounded. A study of the subject is now being made, the results of which will be very significant. Recreation workers were urged to be on the alert and if necessary to see that lobbying is done in the state legislations. A number of the executives felt that it might be helpful if the group would go on record as favoring the millage tax. It is pointed out that the matter had been brought before the executives at previous Congresses and there had never been unanimous agreement regarding it though many executives were in favor of it. The experience of the National Recreation Association has shown that where cities have had the millage tax the work has stood up better.

What is Being Done to Prevent Reductions

Charlotte Stewart, Superintendent of Recreation, Salt Lake City, in opening the discussion of this subject stated that there is no panacea for meeting budget reductions. Every community is different and varying factors will affect budgets. Recreation workers must be "sporting" enough to have their work tested, even to test their work themselves from the standpoint of quality of programs, financial status of the community, the extent to which the public has been sold, whether or not recreation is considered less essential than other community services and whether public officials are intelligently considering recreation and other public tax services. Each community must analyze its problem from these various angles.

Of major importance is the insuring of a day by day recreation service to the public, and to do this publicity must be marshalled and the strength of local organizations put back of the recreation movement as it has been done in a number of cities. Miss Stewart stressed the importance of having citizens' committees at neighborhood play centers, and using P. T. A.'s, service organizations and churches. Philadelphia is finding it effective to publish in the newspapers letters from playground children. The radio is very helpful just at this time in getting over to the citizens the values they are securing from tax supported services.

Protests from parents through civic clubs is an effective means for maintaining sentiment for an adequate budget. Helpful material for publicity is to be found in Warden Lawes' "Twenty Thousand Years in Sing Sing," in The Wickersham Report, and in the publicity material issued

the National Recreation Association. Delinencies and crime may be graphically stressed rough the use of spot maps.

Parks and recreation facilities represent a trendous investment in public property which reire funds to make it serviceable to the people. he next generation must not be sacrificed, and e desire to live must be kept alive. Through all mmunity agencies must me the insistence that ople shall *live* as well as kept alive, fed, and ven shelter.

Volunteers and more of e people trained in our lleges must be utilized leaders. The possibilies in this field of volunr leadership open up a w conception in the recation program. In Salt ake City, when it was cided to close some cenrs because of the reced budget, parents sered volunteers to serve nder a paid worker. In e section parents paid ne dollar a week apiece keep a trained leader on e playground.

A number of executives ressed the importance of aving civic leaders edu ted to appreciate the alue of recreation so that ey will be ready to help times of emergency. one city a local attorey, in a five minute talk a critical period when e budget was being condered, was able to save the situation.

The Federal income tax problem was briefly scussed. Because playgrounds and parks are ot considered essential governmental functions creation groups are being asked to pay the tax. an Francisco reported that the income tax statements for the local staffs had been filed but not aid for the past year as the city attorney advised gainst it. The issue is now being thrashed out. the District of Columbia the operation of playrounds is considered a governmental function, a decision which should influence the question elsewhere. It was suggested that recreation workers keep in touch with the work of a special committee appointed recently by the California City Managers Association to determine what functions are governmental.

Representatives of eight cities reported a five-hour day for laborers and caretakers. Los Angeles was the only city reporting a five-day week for the playground staff. It was the feeling of the meeting that recreation workers should be willing to share cuts along with other departments when this is the only means of meeting the municipal problem.

One of the many beautiful playgrounds which Los Angeles provides for the children of the city.

When Cuts Are Inevitable What Should Go?

Raymond L. Quigley, Superintendent of Recreation in Fresno, California, in introducing this subject urged that recreation workers be prepared to defend their program when requests

come from tax authorities for facts regarding their departments. He suggested the following possible reductions in cases of emergencies:

1. The elimination of capital expenditures except as gifts are available or made work for unemployed provided through relief funds.
2. Reduction in the cost of lighting by the regulation of equipment such as the installation of quarter meters on tennis courts, and by the turning off of lights when courts are not in use. The same principle should be applied to the use of water and gas.
3. Use of the stagger plan or split work in arranging of workers' schedules. In case of salary cuts the highest salaried officials should receive the largest cuts.
4. Elimination of experimental work except as it will result in more efficient work in absolutely essential parts of the program.
5. Shortening or adjustment of schedule of hours before playgrounds or centers are eliminated. The work should be carefully studied to determine what adjustments can be made without detriment; in some instances the number of sessions can be reduced. If centers must be eliminated consideration should be given such factors as distance of the grounds from children's homes, the general attendance needs of the unemployed, and the probable effects from the standpoint of increase in delinquency if provision for recreation is not made. Playgrounds in all probability should be the last to go, though the program for adults is highly important particularly in view of the unemployment situation.

A few facilities may be made at least partially self-supporting. These include golf, tennis, (and the use of a 25¢ meter was recommended as an economy device), and mountain camps. As a general principle those activities should be retained which meet the needs of the largest number. There was a difference of opinion regarding the relative importance of the various age groups —children, young people, and adults—in their recreational needs. One executive felt the teen-age group—from twelve to eighteen—may be more important than the others because younger children have the advantages of home environment, while the teen-age group is in an adventurous mood which needs guidance. Another worker felt the program for adults was more important because their conduct reacts on younger people and children. The majority of the executives, however, felt that in general the grouping in order of importance should be children, young people, and adults.

There was a strong insistence that high standards of leadership be maintained in the emergency. In making staff reductions enough trained workers should be retained to direct the work of volunteers, who must be given some training. Volunteers can be effectively used without putting them in the most important positions. It was pointed out that the city fathers must be impressed with the imperative need for having trained leaders and they must not be permitted to feel that recreation can be handled entirely by volunteers.

Board members must be kept informed and given responsibility for educating the public and maintaining budget and program service. The effectiveness of advisory recreation councils was stressed.

Keeping the Service Effective When Budgets Are Reduced

Josephine Randall, Superintendent of Recreation in San Francisco, who presided over the afternoon session, pointed out the necessity for meeting the challenge of the relief agencies which at first felt all funds raised should go for relief but which now are realizing their need for the help of recreation to relieve them of problems which only leisure time activities can meet. "Don't concentrate too much on cutting budgets," she urged, "but more on educating public officials so they won't cut."

Dorothy Enderis, Assistant Superintendent in charge of Extension Department, Milwaukee Public Schools, told how a number of cities, deprived of public funds, had secured other sources of income. In one city a newspaper raised money; in Birmingham the business men secured funds, while in Elmira the Lions Club raised $6,000 to keep the work going. Unemployment relief labor has

It will be of interest to readers of *Recreation* to know that the proceedings of the International Recreation Congress held in Los Angeles July 23-29, will not appear in the magazine, as have reports of previous congresses, but will be published in a separate volume, which may be secured from the Association at $1.50 per copy.

elped in many cities. Grand Rapids, as one instance, bought a piece of and considered an eye ore, took down a number f buildings for the use f unemployed and erected an attractive bath house vith salvaged brick.

Local organizations of ll kinds have come to the escue. In one city the ocal newspaper took over he tournaments; in another a department store onducted a buggy parade; in many, various organizations have sponsored aseball leagues. Some organizations have made the ecuring of contributions f play equipment their esponsibility. Milwaukee's center for unemployed was equipped entirely y contribution as far as naterials were concerned. The mere collection of decks of cards for the centers has awakened many people to the value of recreation.

In Griffith Park, one of the great play centers of Los Angeles, is a large outdoor swimming pool.

"Don't overdo volunteer help," Miss Enderis warned, "There are situations which demand the most highly skilled leadership and there should be a paid worker in charge wherever volunteers are introduced." Adult activities can carry on in many cases with a little help from the recreation department. In Irvington, New Jersey, with the budget reduced no funds were available for the orchestra. The director offered to give his services, the members volunteered to pay dues, and the orchestra carried on.

Stimulate other local organizations to provide as many activities as possible and help them to make their contribution most effective by training volunteers. Milwaukee is to have a social recreation institute limited to four representatives from each local organization. People who attend will pledge themselves to conduct games. One of the great benefits which should come out of this period is an increase in home play. Milwaukee will have institutes this winter in which table games and other games at home will be taught.

Much of the discussion which followed Miss Enderis' suggestions centered about the made work program which many cities are conducting. San Francisco reported that with $57,000 available for materials and construction through the use of unemployed labor will do about $300,000 worth of work. The question was raised by one executive whether the recreation movement in its capital expenditures, is acting wisely in tying in with the unemployment relief program. "Are we making the economic situation worse by borrowing money and making improvements for which future generations will have to pay?"

In answer to this it was pointed out that the bond issues which are being made are not the responsibility of recreation departments, but are emergency measures which are keeping people from starving. Recreation departments are putting men to work, many of them high grade technical men who are giving real service and are happy to give it, and are thereby preserving their morale at the same time they are developing recreation facilities which need improvement. There is no danger that too many parks and playgrounds are being created—there have never been enough. It is in line with modern thinking in the engineering profession that in periods of depression construction programs should be undertaken within

legal limits for which future generations will pay. The only possible danger would lie in the increase of facilities which will be damaging if they are not properly supervised and administered. Recreation service would be greatly impaired if local recreation departments should install elaborate plants poorly maintained.

The Special Contribution of Recreation in a Period of Unemployment

While the recreation movement in a number of localities is serving unemployed men segregated in shelters, the main issue, V. K. Brown of Chicago pointed out, is the contribution to the community at large which is affected by unemployment, and the expansion and adaptation of the program.

When faced in Chicago with the necessity for making reduced funds meet the situation, all workers took a twenty percent salary cut. Then came cuts in departmental budgets. A study was made of the use of buildings and it was found that the unit cost per individual was greater in the early morning and late at night, so the buildings were closed at 10:00 p. m. unless the users were willing to pay the cost. A lecture group or fraternal order were charged $10.00 for extra hours.

To meet the needs of the older boys who were inclined to use the recreation building more or less as a loafing place, the plan was followed of setting up an informal social game program instead of reserving the hall for specific purposes. There has been a tremendous increase in attendance at such activities as quilting clubs and horse shoe pitching and a greater spirit of neighborliness is creeping into the program.

Instead of offering medals or ribbons as awards for activities, the South Park Commission is now making no awards. Without incentive participation is increasing and more spectators are coming to the parks. Coming out of it all is a growing sympathy for the men out of work and more neighborliness. At the South Park centers an effort is being made to phrase rulings and prohibitions a way which will not irritate. The depression is bringing about a better human understanding.

Speaking of the provision of recreation for older men in shelters, Mr. Brown designated them as "important places for the stability of civilization." A program should be provided which has the utmost of activity in it. Open forums which are seized upon by agitators must be handled carefully.

The Public Athletic League in Baltimore, it was reported in the discussion, provides recreation in the Salvation Army Shelters. It has been difficult to secure the participation of men in activities. Chicago reported engaging a sociologist to make a study of the recreation provided at the Chicago shelters. He criticized the low percentage of participation on the part of the men and the failure to provide vehicles through which more men could get into action.

Effect of Unemployment on Future Recreation Policies

Summing up the day's discussion, Sibyl Baker, Director of Municipal Playgrounds, Washington, D. C., said:

"During the day I have been deeply interested in listening as the executives of our American Departments of Recreation have unfolded the history of our recreation movement in the United States. We have looked back to those days when we first began the good fight for recreation. In those earlier years we sought recreational opportunities for the under-privileged in our crowded cities. We urged the value of recreation in checking juvenile delinquency. We pointed out the necessity of playgrounds that our children might be safe. Many of us remember the ardent arguments of those early days—the right of the poor to play opportunities; the need of proper activities to check wayward youth; the sudden disappearance in our great cities of the street play which had served for many decades for our children, and which the automobile had suddenly checked. Then we passed through a period in which the slogan was the right of every child to a place to play, and for a decade the children were

Is Public Recreation a Necessity?

First, one must find out what is meant by the word necessity. I think life could go on without recreation, of course. But I'm not so sure that *living* could ... When we speak of necessities now I don't think we often refer to the sorts of things that merely let life vegetate in us, things necessary for a bare subsistence. Civilization has done that for us—it has accustomed us to thinking of other things as necessities, things of the spirit as well as the body, things that mean to us living, not merely life. If these are what is meant by necessities, then it seems to me there is some ground for considering recreation a necessity.—*V. K. Brown, Parks and Recreation*, February, 1932.

almost our only preoccupation. But as we supplied our children with splendid facilities in school and on playground, little by little we found that the adult wanted his share of the use of those facilities, and we passed into that period where we began to place the school at the disposal of the adult when the school day was done, and when our parks began to develop magnificent playing fields and courts to which the grown-ups of the community flocked.

"Today we have learned that all of the people are seeking what we have to offer. Parents demand our services. While communities are organizing to back up our efforts. Even the unemployed are organizing that they may have their share in our programs. Leading business men appear before our budget committees and argue for the funds we need. Lawyers and leaders come volunteering their services to carry out our programs. We cannot leave today's conference without realizing that in more than this quarter of a century of service which it has given us, the National Recreation Association has been aiding us recreation workers in a tremendous task. I am reminded of the words of King Edgar, in that beautiful poem which serves as libretto to the opera "The King's Henchmen," when looking back over the labors of his life he sees himself:

> Hewing and heaving
> Setting stone upon stone,
> Building England!

"So we workers in recreation, each one busy upon his own task, working through these years, suddenly find that we have builded an edifice; that we face a new era when we carry the responsibility of the morale, of the spirit of the community. In our hands is the health of society. I am standing here to look upon what we have builded. We are asking ourselves, 'what shall be our labors for the future?' We have today been recapitulating what America has done in recreation before we go forward next week into the International Recreation Congress to hear what other nations have done. We realize that the times demand of us that we should evaluate our programs, our budget, our personnel. We must come to a clearer understanding of what we are after and estimate definitely the effects of all that we are doing. The useless, the unnecessary, the trivial, we must slough off. Our funds and our service must go farther than ever before, and our visions must go farther.

"Certain things have been taught us by the unemployed, those with added leisure, and those with nothing but leisure; those who yesterday were well-to-do, and busy, who today have idle time on their hands. We find that they desire to be participants, not spectators; that they are seeking activity, not entertainment; that they ask self-improvement to overcome futility.

"I am about to return to my home city to plead for my budget, and I feel a very real gratitude to those who have today given us their experiences. We must each one of us determine very clearly the value of each aspect of our program, of each area which we administer, of each worker whom we employ. It behooves us to ask of our financing body no more in money than we can put at really valuable work in the community.

"I hope that the National Recreation Association will assist the various communities in determining that recreation is a governmental function, along with schools and hospitals. I believe that we are ready to meet the delegates from other nations who come to this International Congress with a story to tell of recreation in America of which we all should be justly proud."

"The use of leisure time without question will be in the next few years a great peril and a great opportunity in our country. The rapid introduction of technolcgical change is bound to release workers from industry and to reduce daily hours of labor, shorten the work week and extend vacations. Surely our American sense of fitness will lead to the shortening of hours rather than throwing upon the public masses of unemployed human beings. Provision for adult education, stimulation of physical recreation, appreciation of art in the form of dramatics and of graphic and plastic arts, of rhythmic expression, education in self-expression, the opening up of crafts and of gardening—all these opportunities must be given to the mass of people or the devil will take his toll.

"Probably great changes will come in all types of social work, and every department of social welfare will be challenged, but no one part of the program that has been carried on will have greater opportunity or greater strain upon its resources and upon its creative and imaginative qualities than the department of recreation with responsibility for taking care of increased and increasing leisure time. Certainly we must look to the National Recreation Association and all of the other national and local associations to meet these demands."—*Dr. Susan Kingsbury*, Director, Department of Social Economy, Bryn Mawr College.

World at Play

There's real novelty, Lancaster finds, in playing checkers in a wading pool!

Doubling Up On Facilities

WHAT to do when play areas are small was the problem faced by the Lancaster, Pennsylvania, Recreation and Playground Association. The solution was found last summer in the use of certain facilities for more than one activity. For example, the wading pool, emptied at four o'clock, was used from five until dark as a paddle tennis court at one end, and at the other a rubber quoit court and large checker board 15 feet square. Checker boards are stencilled on benches in such a way that two men astride the bench may have a checker board between them. In this way it has been possible to meet the needs of the older men who frequent the park.

Back Yard Gardens

"MAKE the back yard beautiful—grow vegetables for your family," was the slogan adopted in the contest conducted last summer in Cambridge by the Recreation Division of the Park Department, the League of Women Voters and the Unemployment Committee. All school children of the city were eligible. Registration blanks were supplied and seeds furnished free if the young gardener could not afford to pay for them. Three hundred and eighty-eight children registered; 197 gardens were in the running at the close of the contest when the Massachusetts Horticultural Society made awards.

Mothers to the Rescue!

WHEN the Salt Lake City recreation officials announced that several playgrounds must remain closed for the summer because of lack of funds, the mothers of Whittier School held a conference. Under the leadership of the Whittier Parent-Teacher Association they obtained playground equipment by private donations and arranged with the Board of Education for its installation. Thirty-eight mothers volunteered to direct activities with the advice of the supervisor of city recreation.

Twenty-five Years of Service

IT was on June 28, 1907, that the first Recreation Commission of East Orange, New Jersey, then called Playground Commission, was organized. The first law permitting expenditures for public recreation had been passed by the 1907 legislature, and East Orange was one of the first cities in New Jersey to take advantage of this law. Lincoln E. Rowley was appointed Secretary and General Custodian in 1907, and today he is still serving in the capacity. During the twenty-five years of Mr. Rowley's service nearly $1,000,000 has been invested for beautiful properties. Maintenance and operating costs are now about $50,000 a year. From the beginning the Recreation Commission has sought to make all the grounds as park-like as possible without

terfering with their proper use. Three of the ve major properties secured were formerly mps. By improving these areas adjacent prop- ty has been enhanced in value so that in one in- ance at least it is possible to show that these in- eases are already paying the annual maintenance nd operating cost. The Commission celebrated s twenty-fifth anniversary by the publication of beautifully illustrated report.

A Contest in Negro Spirituals.—The City epartment of Recreation of Lynchburg, Vir- inia, has held its fourth annual Quartet and oloist Contest for Negroes. Judging for the uartets was done on the basis of interpreta- on, effectiveness, stage presence and har- ony, and ten was the maximum number of redits which could be given on one point. or the solo work judging was done on inter- retation, effectiveness, stage presence, tonal uality, pronunciation and enunciation.

For the Anglers of Rochester.—The City of ochester, New York, has secured the coop- ration of the Bureau of Fisheries and other gencies in its effort to provide fishing grounds or children and adults in its public parks. his utilization of the thirty-five lakes in the ark system will not only provide amusement nd recreation but will furnish a sufficiently rge number of fish to stock many of the lakes nd streams of Monroe County. Large and mall mouthed black bass and other game spe- ies will be propagated. Some of the lakes ill be set aside for the use of children who ish to fish with whatever equipment they ave available. Other lakes will be open to he regulated taking of fish by adults, and still ther lakes will be utilized exclusively for ropagation.

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Park Police and the Recreation Program.—One of the most important features in the organization of a year round recreation system, Mr. James S. Stevens of Springfield, Massachusetts, has pointed out, is an adequate system of guarding its properties and of guiding the vast number of people who visit various areas such as parks. Experience shows that this can be effectively accomplished, where circumstances permit, through a well organized and directed force of permanent park police.

Leadership.—In Plainfield, New Jersey, it has formerly been the custom of the Superintendent of Recreation, Roy O. Schlenter, to secure volunteers from the Kiwanis and Rotary Clubs to help in certain activities. This year he is putting up to the various clubs the idea of taking over the sponsorship for certain activities which involve financing and volunteer leadership. For example, he has asked the Kiwanis Club to take full charge of boys' baseball; the Rotary Club has been asked to take responsibility for another activity. A much more enthusiastic interest on the part of these clubs has been the result, and there has been an increase in the number of volunteers.

Springfield, with a population of about 150,000 people, has maintained a regular force of park police for over twenty-five years. This unit, which is a regular division of the Park Department organizations, includes a lieutenant, sergeant and twelve patrolmen. Three patrolmen are assigned to motor cycles, and it is estimated that at least 60 per cent of the entire park and recreation acreage is policed by these men, especially during open seasons of the year. The park policemen are trained "to warn, check, guide, inform and instruct park and recreation visitors and not to arrest and punish except for some wilful and flagrant misdemeanor." Policemen who are trained in this principle soon come to realize that the great mass of people visit recreation areas for enjoyment and not to create trouble.

Church Playground Not Tax Exempt.—"Land owned by the church and used as a playground is not exempt from taxation, according to the attorney general."—Note from October, 1931, issue of *The Municipality* published by the League of Wisconsin Municipalities.

A Playground for Preschool Children.—A new playground, less than an acre in area, has been added to the playground system of Macon, Georgia, which has been laid out in such a manner that it can be used for the preschool age child and for childrens' dramatics.

A Home Recreation Course.—A number of outstanding women's organizations in Cleveland, Ohio, together with the Adult Education Association, are sponsoring a Home Recreation Course extending from January 29th to March 2nd. The City Division of Recreation in association with Cleveland College, is conducting a series of demonstrations in connection with the course, the six sessions of which are held in morning periods. These demonstrations, which are given largely as parties include material and suggestions for home activity other than formal or informal parties such as mixers with or without music, crafts, active, quiet and table games, stunts, simple dramatics, storytelling, singing games, games, music story plays, hobbies and magic. Hiking, backyard play, home play equipment, sand modeling, social recreation, and Dad and Hi Boy are among the subjects considered.

Louisville's Spring Fete.—A spring fete concluded the winter program in dancing classes conducted by the Division of Recreation of Louisville, Kentucky. About 350 children of all ages, from three to eighteen, were enrolled in these classes which met in a shelter house at Shawnee Park which hitherto had little use except as a dressing room for baseball players. Part I of the program consisted of a minuet and dances of the months—New Year Dance (January); Flirting with the Valentine (February); Irish Lassies (March); Water Sprites (April); Easter Bunnies (May); Wooden Soldiers and China Dolls (June); Uncle Sam Drill (July); Girls at Play (August); School Days (September); Dance of the Pumpkin (October); Greeting of the Pilgrims (November); Jingle Bells (December). In Part I came a number of special dances which had been taught during the winter.

Community Nights in Austin.—There is a wide variety offered in weekly community night programs held on the playgrounds of Austin, Texas. Among the activities are pageants, square dances, stunt programs, watermelon feeds, basket suppers, roller skating meets and one act plays.

Los Angeles County to Have Four New Parks.—The Los Angeles, California, County Board of Supervisors, through four county departments — Surveyors, Regional Planning, Forestry and Recreation—is launching a plan for a public park program of enduring beauty to the county and of benefit to the unemployed. The projects include Alondra Park of 310 acres, Pacoima Park, 190 acres in extent, Madera Park of 14 acres, which will have an outdoor theatre, and City Terrace consisting of 14 acres. The program will not require revenue from any additional taxation but is financed by a part of available funds for unemployment. The parks are planned with a view to their most effective scenic value, but no recreational opportunities are overlooked.

Juvenile Delinquency and Boys' Clubs.—Early in 1930 a boys' club was organized in Chester, Pennsylvania. A superintendent was secured and in May the club was opened in three rooms on the second floor of a building. In November larger quarters became necessary, and several rooms were added. There are now several hundred boys on the membership list. "During the year 1929," states the 1930 annual report of the Probation Department, Delaware County, Pennsylvania, "thirty-six cases of delinquency were reported from the section in which the boys' club is located, but since giving the boys various activities to occupy their spare time but one case has been brought to the attention of the court."

A Home Play Game Course.—The course in Home Games for Parents was the joint project of the Park and Playground Association of St. Louis and the Department of Zoology of St. Louis University. One hundred and thirty parents attended the courses held on the evenings of April 4th, 11th, 18th and 25th. So popular did the meetings prove that another series of courses will be given in the fall. The course was instituted primarily to interest parents in the coming Backyard Playground Contest which last year was so productive for those out of employment that it was felt important to pave the way for a more extensive contest this year.

Music in York.—Citizens of York, Pennsylvania, enjoyed a well arranged Music Week program fostered by the Department of Recreation. All concerts were free to the public.

CHECK *your* PLAYGROUND EQUIPMENT

Parks and Playgrounds have been patronized and utilized more this year than probably ever before. Why? Because people have taken their families to parks rather than expensive resorts and shows. This has meant heavy wear and tear on playground equipment. Most park boards and schools have appreciated this situation and have provided adequate facilities for the children's play.

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The program was as follows: May 1st, a band concert by the city band; May 2nd, a program of Negro music by the Pennsylvania Hotel quartet and Smallwood school children. On May 3rd, a piano recital by twenty-four members of the Matinee Musical Club playing at eight pianos; on May 4th, an organ recital at the First Presbyterian Church; on May 5th, a program by Juvenile, McDowell and Pi-Mu Music Club; May 6th, a program by the Senior High School. On the same date, a pageant, "America's Welcome," gave an opportunity for the presentation of folk songs and dances by children from other countries. May 7th was devoted to an international music program. The program closed on May 8th with a concert given by the Spring Garden Band.

A New Civic Arts Association.—Tacoma, Washington, has a Civic Arts Association sponsored by the Recreation Department and the Metropolitan Park Department. It is divided into five groups—dramatics, the dance, music, arts and crafts, and oratory and debate. On May 31st the association presented its first public offering, a dance festival.

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The Greater Pennsylvania Council.—The Pennsylvania legislature has passed a bill creating a Greater Pennsylvania Council for the promotion of the economic, social, industrial, agricultural, educational, civic and recreational welfare of the Commonwealth of Pennsylvania and its citizens. The Council consists of 150 members appointed by the Governor who serve without compensation. It is the responsibility of the Council to make such studies as may be desirable in collaboration with existing organizations. The sum of $225,000 has been appropriated for the expenses involved. Dr. Ralph D. Hetzel, President of State College, is Chairman of the Council; Dr. Charles Reitell is Director.

Community Centers in Lansing.—The Department of Public Recreation in Lansing, Michigan, is operating ten school centers as contrasted with two in existence three years ago. Attractive folders entitled "After Working Hours, Where Play?" have been issued. These describe the facilities and activities available and extend a hearty invitation to "play with us." The folders were given wide distribution in the industries of the city where they were eagerly received.

Publicity for Wilmette's Playgrounds.—Each week the *Wilmette Life* of Wilmette, Illinois, allots to the Playground and Recreation Board a full page or more for any publicity the Board wishes to bring before the public. In addition to the recreation page, another full page is given over each week to the *Junior Press*, a paper prepared by public school children under the sponsorship of the Board.

A Trip Around the World with Stamps.—The Stamp Club conducted by the Department of Playground and Recreation of Los Angeles, California, is carrying on a new activity known as "A Trip Around the World with Stamps." Each week certain countries are the subject of the club's activities, and the member having the most stamps of the country under discussion has an opportunity to answer questions concerning the country. If he answers all the questions asked he receives five points. If he fails to know the correct answer, the member next in line is given an opportunity. At the end of the trip the individual with the highest score will receive a package of stamps.

Clubs at Police Stations. — "We erect the allows at the end of the lane instead of a sign-oard at the start," said Warden Lawes of Sing ing in advocating the establishment of boys' nd girls' clubs at police stations or public chools as part of a crime prevention program. n his opinion the present lawlessness could be aterially lessened if such clubs were provided r boys and girls who because of poverty are arred from organizations where dues are harged.

A Center That Knows No Depression

(Continued from page 321)

hows. Such vehicles as "Ali Baba and the orty Thieves," "Master Skylark," and "Alad-in and His Wonderful Lamp" are favorites ith the youngsters.

A great financial saving is effected by pro-ucing the same play at each field house. In is way the same costumes and stage props re used at each performance, with minor hanges to fit local stage conditions. The re-ult is that finer costumes are provided at less ost. Through diligent saving of these, the epartment now has 400 costumes stored way ready for instant use or alteration for ny field house dramatic venture. Costume aterials, stage props and curtain fabrics are urchased in large lots from retiring stock ompanies and theatres and then converted to use. The low initial expense, coupled ith the fact that the articles are used many mes, reduces the cost of staging these shows o a rock bottom level without reducing the uality of the stage facilities. The Department aintains a warehouse—an abandoned fire tation—where all this material is stored. hese accessories are also used by the senior ramatic clubs which produce one-act plays n the field houses through the winter season.

An orchestra is maintained at each center to ccompany plays, dance dramas and similar vents and also to give public concerts in the uilding. Green Lake's orchestra includes wenty-two members, all of whom donate heir services in exchange for the use of the uilding as their headquarters.

Athletics Popular

Many children and adults take part in the eld house basketball teams. Eight boys' eams and four men's teams represent each

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

The Totem Board, August 1932.
The Making of Hooked Rugs, by Elisabeth E. Bowen.
Log Rolling, by Bernard S. Mason.

Parks and Recreation, August 1932.
Park Subjects to Be Dominant at Washington Conference.
The New Playfield at Neenah, Wis.
Our National Parks—Keynotes of the New Day! by Margaret March-Mount.
A Hundred Million Dollars Worth of Parks Donated.
Notes on Track and Field Facilities, by V. K. Brown.
Recreation Service in Los Angeles County Recreation Area, by Virgil Dahl.

Childhood Education, May 1932.
Let's Play It, by Margaret Garrett Bice.

The Grade Teacher, September 1932.
Music Education and the Harmonica, by C. I. Valentine.

Popular Home Craft, September-October 1932.
Jig Saw Puzzles—How to Make Them, by T. K. Webster.
Forging and Working with Wrought Iron, by J. W. Bollinger.

The Journal of Physical Education, September 1932.
The Fundamental Techniques of Handball, by Melvin A. Clevett.
Testing Progress in Volley Ball, by Melvin A. Clevett and Robert A. Laveaga.
The Objective of the Olympic Games, by Count Baillet-Latour.

Camp Life, June-July 1932.
Circus Guilds, by Clarence Arthur Perry.

Hygeia, August 1932.
Swimmers' Safety Pledge.
Olympic Village.

The Red Cross Courier, September 1932.
The Old Swimming Hole and the New, by Natalie Reichart.

The Survey Graphic, September 1932.
This Club is Okay.

Child Welfare, September 1932.
A Taste for Music through Musical Toys, by Rose Ella Cunningham.

PAMPHLETS

Report of Melvin Jones, Secretary-Treasurer of Lions International.

Tampa Board of Public Recreation Report, 1931-32.

Boy Cathedral Builders Guide.

Educational Opportunities of Greater Boston.
Compiled by the Prospect Union Educational Exchange.

National Playing Fields Association Annual Report, 1931-32.
National Playing Fields Association, 71 Eccleston Square, London, S.W. 1.

State Legislation Relating to Kindergartens in Effect 1931.
By Mary Dabney Davis and Ward W. Keesecker, Pamphlet No. 30, Office of Education, Washington, D. C., $.05.

Some Timely Recreation Problems and Opportunities in the New York Region.
Information Bulletin No. 8—Regional Plan Association, Inc., 400 Madison Avenue, New York City.

The Art Workshop Program, 1932-1933.
14 East 37th Street, New York City.

center in the annual Inter-Field House League, with a total of 1,200 or more participating. Silver trophy cups are awarded to the league winning teams to rest in their trophy case for a year or to become the permanent possession of a field house if won three times. The winner of the men's Class "A" League represents the field houses in the annual inter-league playoff for the amateur championship of the city. Women and girls also participate in basketball, but competition is not stressed and they do not play in organized leagues. All other indoor sports are run on the same basis as basketball, with inter-field house competition for boys and men, and intra-mural play for girls and women.

The aim of the Park Board is to make the field house a family recreation center as well as a civic gathering place. Activities are designed to provide every member of a family with his or her favorite sport or hobby, while all civic groups are urged to make full use of the club rooms and auditorium. Each field house is the hub of civic, social and recreational activities of the community it serves.

Memories That Will Live

(Continued from page 329)

immense Fleishhacker swimming pool. The interest and inspiration aroused by all of these can perhaps be imagined by the reader. Most memorable of all was the barbecue in old Spanish style that was given to us by Mrs. Sigmund Stern, Chairman of the San Francisco Recreation Commission, in the Sigmund Stern Recreation Grove. This was the kind of event that we dream about after reading of the lavish feasts and love of color of the Spanish. The Grove itself is exceedingly beautiful with its many eucalyptus trees rising beneficiently from the hills surrounding the pleasant valley in which we dined. After the luncheon we were held in the delightful Spanish atmosphere, or steeped more fully in it, by a kind of pageant, all too brief, in which there was the most graceful though simple dancing imaginable. Young people from the playgrounds of the city were the dancers in lovely Spanish costumes. There was also an Indian dance given by a real Indian father and his two little sons accompanied by the drum-beats and singing of the father, and there was very good singing of Spanish and Italian songs by the playground boys and girls. A chorus of Italian boys of high school age and

older was especially fine and hearty. After seeing and hearing these dancers and singers it was strange, in being introduced to some of them later, to hear Irish, German, Russian and Italian names as well as Spanish and what are called American ones—it was strange and also happily revealing of the universality of a folk expression.

The climax of our afternoon tour came in our visit to the Balboa School with Superintendent Gwinn as our guide. The beauty of this school's buildings and interiors and the excellence of its gymnasiums, music room and other provisions for leisure-time living were an inspiring revelation to us.

Most of us stayed in San Francisco through the following night—a short night it was after a fascinating tour of Chinatown—and by the next evening we were all in Los Angeles.

Now that we have arrived at the beginning of this article, we will end it; but not without glowing again over the generosity and excellence of the hospitality that we received at the hands of our California hosts.

When looking back over the week of the Congress and the golden days that preceded it one wonders how many such weeks could be regarded as an ample life-time. Not many; five or six of them, even less than that, would contain more vital and full living than many a man or woman has in three-score years and ten. But it is perhaps a wiser and finer thought that Mr. Arvold had as we sat together listening to a great orchestra in that beautiful and acoustically marvelous Hollywood Bowl. "What a boon life is," he said. "It's too bad we can't live two or three hundred years."

The Joys of the Roads

(Continued from page 341)

tendance was 6,339, the average attendance being 56. Twenty-nine other events were scheduled during the year, including dances, camping trips, and house parties. The largest attendance on one hike was 175, and the longest scheduled hike was 28 miles.

In an attractively illustrated pamphlet called "Footprints of 1931" the Minneapolis Municipal Hiking Club, sponsored by the Recreation Department of the Board of Park Commissioners, tells of the club's activities for the year, the by-laws, members, and something of the club's history.

On August 3, 1932 Ellen Browning Scripps died at the age of ninety-five. Since 1917 Miss Scripps had been a member of the Board of Directors of the National Recreation Association and for many years was actively interested in both the local and the national recreation movement. On the recent visit of Dr. and Mrs. Jacks they were her guests in La Jolla. She herself gave a very beautiful community center and playground in La Jolla, California. She also converted the farm at Rushville, Illinois, where she lived in her early days, into the Scripps Park and erected a community house on the site of her former farm home. She took deep personal interest in the Rushville center following very carefully and in detail all the developments which took place. She provided a lodge and caretaker for the Torrey Pines Park and devised her land holdings of several hundred acres to the city of San Diego as an addition to that park. Miss Scripps in her own hand would write to the office of the National Association telling of her interest in what was being done. Perhaps because of her own experience as a school teacher Miss Scripps was always deeply interested in education. She founded the Bishops School for Girls at La Jolla and Scripps College for Women at Claremont, California. The Scripps Institution of Oceanography was built jointly by Ellen Scripps and E. W. Scripps, her brother, and is operated by the University of California. Miss Scripps also gave the Scripps Metabolic Clinic in La Jolla. She was the chief contributor to the Natural History Society and its new fireproof museum building and to the Zoological Gardens of San Diego.

> > >

Our Decision Is

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MANY inquiries come in for interpretation and advice on problems concerning rules of games and athletics. These are often of general interest and value. RECREATION plans to conduct a column of such inquiries and answers. Send in your problems of interpretation of rules; protests on decisions; inquiries on organization of leagues and tournaments. Those having general interest will be used in this column. All inquiries will receive a direct reply if a self-addressed stamped envelope is enclosed.

1. Q. Two men are out and the bases are loaded. The batter hits a bullet-like ball down third base line striking the base-runner on the foot while he is standing squarely on top of the third sack. The ball bounds out in fair territory between second and third bases. Four runs come in while the opposite side rushed in to argue that the man standing on third base is out. I might add here that our local rules provide that a base-runner cannot leave his base until the ball has been hit. Please rule on this as to whether the man is safe or out, and, if safe, is the ball declared in play and do the runs count.

   A. Base-runner is out, ball is dead, batter is credited with a single and the runners on first and second each advance one base, being forced ahead by the batter's going to first.

2. Q. Runners on first and third. Pitcher delivers ball to batter, and ball is returned by catcher to pitcher standing outside his box. Runner on first meanwhile starts to steal second (after ball passes plate), and the pitcher throws to second, failing to get runner stealing. The runner on third scored. Does the run count?

   A. Yes.

3. Q. With a base runner on second base, the batter got a hit to short center field. The base runner on second ran to third on the hit. On the play the pitcher ran over to third to either back up the third baseman or complete the play himself. The base runner slid into third base safely. The third baseman who received the throw from center field tossed the ball back to the pitcher as the pitcher was walking back to the mound (pitcher was not on mound) and the runner on third ran home to score. The umpire sent the runner back to third base stating that the play had been completed. The batting side contended that the play was not completed, until the pitcher was on the mound with the ball. Should the runner have been allowed to score?

   A. The play was completed when the runner slid into third base and the pitcher started to walk back to the mound. The intention of the rule is that the runner on third shall not steal home and this is just what this particular runner is doing.

4. Q. A man running from second to third base was tagged by the third baseman with the back of his hand that held the ball. Was the runner out?

   A. The runner is out.

5. Q. Can a base-runner advance if the ball is thrown back to the pitcher by the catcher, if the pitcher makes an attempt to catch it, but it hits his hand and then bounds to another player or to the outfielder's hands?

   A. Yes, the base-runner can advance, except that he cannot score from third on such a throwback.

6. Q. Must a base-runner, in running to first, run three-foot line on last half as in baseball?

   A. The runner may run out of the base line as far as he chooses as long as he does not do so in order to avoid being tagged. So long as a play is not being made on him, you need not worry if he takes the longer circle way to first base. If a play is being made on him, at any part of the base line, he must stay within the base line limits.

Congress Proceedings

THE INTERNATIONAL RECREATION CONGRESS brought together representatives of many countries. What these delegates had to say about recreation in their countries and the discussions of problems which took place at the Los Angeles meeting are exceedingly significant.

You will be able to secure in a few weeks a copy of the volume in which the proceedings of the Congress will appear. Send your order now.

National Recreation Association
315 FOURTH AVENUE
NEW YORK CITY

Price $1.50

New Books on Recreation

Immigrant Gifts to American Life

Allen H. Eaton. Russell Sage Foundation, New rk, $3.00.

BOOK dedicated to beauty is this volume in which Mr. Eaton with rare artistry has recorded some experi- nts in appreciation of the contributions of our foreign rn citizens to America's culture. He has described the hibition of the Arts and Crafts of the Homelands at ffalo, the Cleveland Exhibition of Handicrafts and a mber of other notable exhibits and festivals in which e contribution of the foreign born to America has been atured. He has gone further and has interpreted for these exhibits and events, telling us something of their gnificance and the results secured. He has also sug- sted ways of organizing and conducting an exhibition arts and crafts and has pointed out resources for fu- re exhibits. The spirit of the book is to be found in e concluding paragraph.

"It is not the thing which is done that makes a work art, it is the manner of doing it. These exhibitions of ings made by unschooled but sensitive people who knew t the rules of composition and color but who felt rongly the impulse to create beautiful objects and re- onded to that impulse, will not only help us to appre- ate more fully the folk culture of the many homelands om which America is made up, but they will give us a sion of what we may reasonably hope to see in a renais- nce of all the arts in our country. Perhaps the greatest ing, however, they will do is to help us to understand at art in its true sense, whether it be folk or fine, is the xpression of joy in work."

Out of Doors—A Guide to Nature

y Paul B. Mann and George T. Hastings. Henry Holt d Company, New York. $2.00.

MOST biology books of the past have been the sit-and-learn variety. Here is a book that meets the urge go-and-do. And in the end knowledge will not suffer. fact, I strongly suspect that the book will radiate last- g enthusiasm to the young naturalists who are fortunate ough to have this guide to nature. I have known the thors in the field for a long time. They have had prac- cal experience and have been eminently successful in the terpretation of the out of doors to young folks. I am lad that they have made their interpretations available all young people, of whatever age, whether it be ten a hundred. I have placed a copy of the book in the brary of the log cabin where our Junior Nature Guides re pioneering. The abundant illustrations have already aptured them. I have my ear to the ground to hear their mments. Youngsters are plain spoken. I expect to ear great compliments—the kind that only youngsters an flash.—WILLIAM GOULD VINAL, *Director of the Na- ure Guide School, Western Reserve University.*

The Eloquent Baton

By Will Earhart. M. Witmark and Sons, New York. $1.50.

THIS is a most valuable single book on the conducting of music. Like every other book on conducting it contains diagrams of the motions used for the different types of musical measure, but even in these diagrams it reveals subtleties that are very often lacking in conducting. These more subtle elements of musical leadership, which have to do not only with differences in volume, intensity and tempo, but also with meaningful phrasing, are very effectively dealt with in the text of the book. The many musical examples given are with two exceptions drawn from choral, orchestral and operatic works, so that the book is fully worth being read by any conductor who is at all capable of growth; but it can also be read with great profit by song leaders. After all, the subtleties referred to are not only intellectual; they have mainly to do with feeling, with insight into the music as music, and with pleasure in it. And these are precisely what are needed to make community singing, even of a simple song, as enjoyable as it can be.—AUGUSTUS D. ZANZIG.

Handy II

Edited by Katherine and Lynn Rohrbough. Church Recreation Service, Delaware, Ohio $2.50.

ONE of the novel features of this, the latest edition of the widely known and used *Handy*, published since 1924, is a section on puzzles which will be welcomed by recreation workers for their quiet games room and for use in home play programs. In addition to puzzles, *Handy II* contains countless valuable suggestions for the social recreation program.

Play Behavior and Choice of Play Materials of Pre-School Children

By Dorothy Van Alstyne, Ph.D. The University of Chicago Press, Chicago, Illinois. $1.50.

DR. VAN ALSTYNE reports here the result of a study made for the Behavior Research Fund in cooperation with the Garden Apartments Nursery Schools and the Winnetka and Franklin Public School Nurseries. The study concentrates upon one age period—pre-school children from two to five years, and focuses on two aspects of play—the choice and use of play materials. It is based not on random reports of children's behavior but upon carefully recorded observations of their behavior within definite time units under the controlled conditions of the nursery school. The findings of the study have much of practical value for recreation workers, teachers and parents.

Research and Education in the National Parks.

By Harold C. Bryant and Wallace W. Atwood, Jr., Government Printing Office, Washington.

The educational program in the national parks administered by the National Park Service of the Department of the Interior and the history of the educational movement are outlined in this pamphlet which tells a fascinating story of the opportunities for education available in the national parks through guided trips, nature and historic trails, exhibits, wild-flower and wild-life displays, lectures, camp-fire talks, museums, libraries and classes. For the student of outdoor life this pamphlet has a wealth of information.

101 Ways to Entertain Your Child.

By Jane Parker. Noble and Noble, New York. $2.00.

"A Book for Every Home with Children" might well be the title of this attractive volume. What mother has not faced the problem of keeping her child busy when he is recovering from an illness or is separated from his playmates? This book is the answer to her problem. It is written for children and they will enjoy reading it as well as acting upon the attractive suggestions for things to do which "Aunt Jeppy" has to offer.

Vaulting.

By Thomas McDowell. Oxford University Press, New York. $.75.

In this book Mr. McDowell has brought together a collection of horse vaults suitable for school children and leading up to the feats of the skilled gymnast, necessitating the minimum of apparatus. There is a brief discussion of each vault with many sketches and illustrations which may be understood at a glance. More than one hundred and fifty vaults are presented.

The Blue Book of Sports.

John Macbeth, 2062 West 69th Street, New York City.

The "Who's Who" in sport, the Blue Book contains photographs, biographies, editorials, stories and records of internationally prominent events, clubs, colleges, athletic teams and individuals.

Growth and Development of the Child—Part IV Appraisement of the Child.

The Century Company, New York. $2.75.

This important study of the evaluation of the individual child is one part of the four volume report of the Committee on Growth and Development of the White House Conference on Child Health and Protection. It deals with the mental and physical status of the child, and in it are assembled standards for the measurement and appraisement of children's status and information which casts much light on such questions as the nature of genius, special gifts and mental inferiority.

Fundamentals in Physical Education.

By Ruth B. Glassow. Lea and Febiger, Philadelphia. $1.75.

Here is a text book for college freshmen and high school girls which is designed to answer the problem confronting every instructor of physical education—what to teach and how to teach it. The book offers material for a required course in physical education for high school girls and freshmen and presents the knowledge of fundamentals and of certain skills which every student should possess. There are three sections — I: Speed, Strength and Direction in Movement; II: Timing and Rhythm in Movement, and III: Care and Use of the Body. Tables for scoring health are presented.

The Regional Plan of the Philadelphia Tri-State District.

Compiled by Sub-Committees of the Technical Advisory Committee and Staff of the Regional Planning Federation. Regional Planning Federation of the Philadelphia Tri-State District, Philadelphia, Pennsylvania.

The Regional Planning Federation of the Philadelphia Tri-State District is to be congratulated upon the scope of this forward looking plan reported in a beautifully illustrated volume of almost six hundred pages. Much attention is given in the report to the development of recreational facilities and liberal standards are suggested for the amount of space to be set aside for play areas. The plan presented is the joint product of two hundred technicians who worked with planning consultants and with private citizens and governmental officials. It anticipates the requirements for a substantial increase in population over a fifty-year period. The area affected comprises 4,555 square miles and stretches roughly about forty miles from the central business section of Philadelphia into the States of Pennsylvania, New Jersey and Delaware. There is a wealth of information in this admirable volume.

Occupational Interests and Personality Requirements of Women in Business and the Professions.

Grace E. Manson. Bureau of Business Research School of Business Administration, University of Michigan, Ann Arbor. $1.00.

The interests and opinions of nearly 14,000 business and professional women have been analyzed in this study whose objective has been to make a contribution of organized data from which general principles may be drawn regarding the preferences and opinions characteristic of business women as a whole and regarding the variations in attitude which exist between women in different occupations. It is a careful and thorough study containing much of interest.

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Back Towards the Jungle?

UNEMPLOYMENT times are no times in which to give up flowers, gardens, music, bright colors, games, good times, good books, good stories, good comrades, hearty laughter.

Five thousand schools in America closed! Libraries dark. The gates of the playgrounds locked. Recreation centers and swimming pools shut up. Back toward the jungles from which mankind has climbed.

You don't save money in hard times by leaving out a pinch of salt from your food. Better a little less food and tasty.

Unemployment is no disgrace to the individual — however great the disgrace to the nation as a whole. Relief in such times is a sharing by those who have with those who need. Life and color and music and drama and the flavor of living, the savor of life, must be shared too.

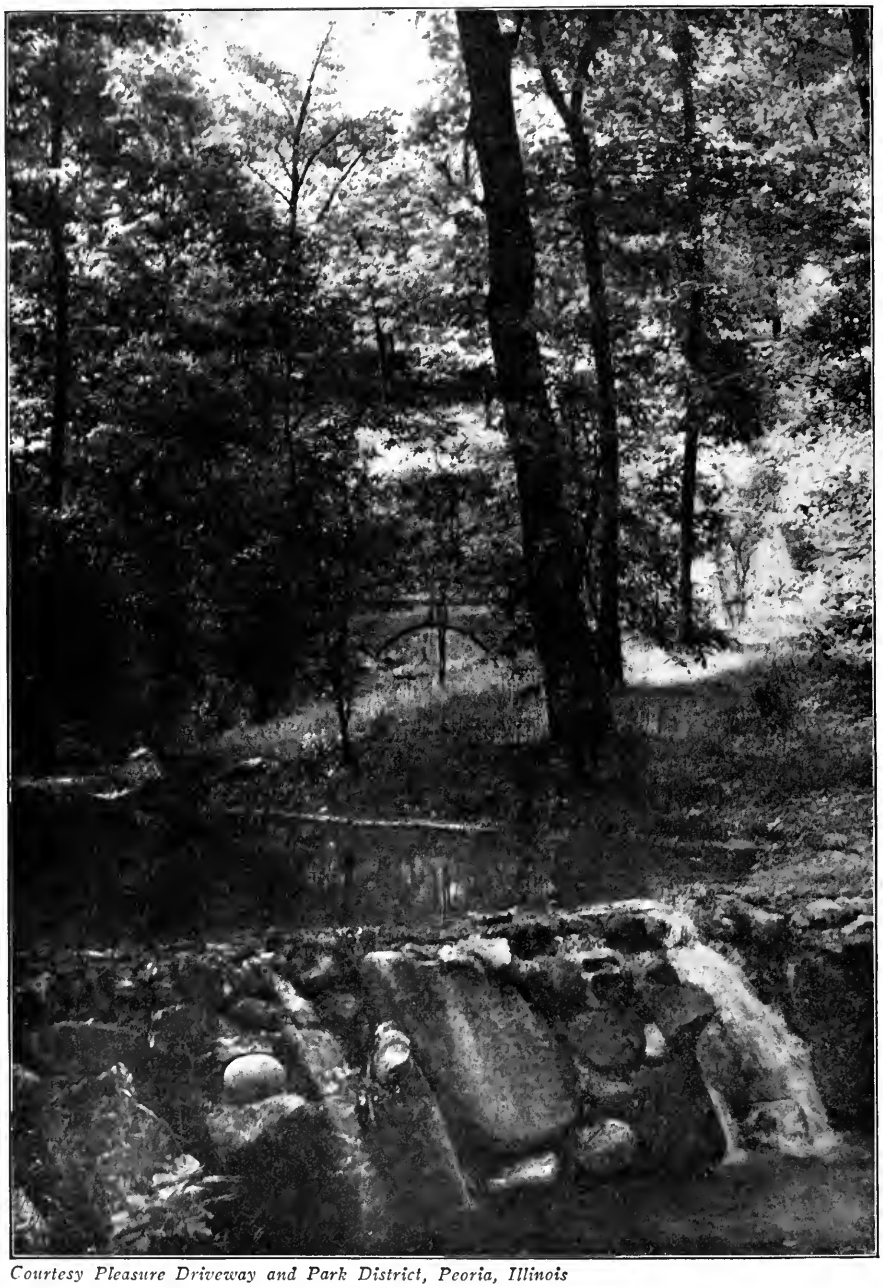
Supposedly we are all of us eighty generations at least from barbarism. Each generation has inherited more of beauty and sport and achievement. While we are sharing we can't be satisfied to share only what humanity started with. In the jungles savages share their food within the tribe. What is it that has particular value, what has mankind achieved of comradeship, of skill, of means of lasting and permanent satisfactions, what are the educational and recreational opportunities which are most distinctive and characteristic of the upward progress of mankind?

Surely we must, in times like these, also share the means of beauty in living, of sport in life, all that is known as art and recreation or we have started back toward the jungle.

HOWARD BRAUCHER.

November, 1932

Autumn with "Her Sunburnt Caravan"



Courtesy Pleasure Driveway and Park District, Peoria, Illinois

Now when the time of fruit and grain is come,
When apples hang above the orchard wall,
And from the tangle by the roadside stream
A scent of wild grapes fills the racy air;
Comes autumn with her sunburnt caravan
Like a long gypsy train with trappings gay
And tattered colors of the Orient,
Moving slow-footed through the dreamy hills.

Bliss Carmen

ourtesy San Francisco Recreation Commission

Christmas is universal. So there is a sharing with children of all lands in the season's joys.

Cincinnati Plans A Merry Christmas

By MABEL MADDEN
Supervisor, Community Activities
Cincinnati Public Recreation Commission

CHRISTMAS to most people is a time of good cheer, happiness and ood will; a time when we orget our petty annoyances nd grudges; in short—"a kind, forgiving, chariable, pleasant time." Unfortunately, the widepread distress, caused by the unemployment situation, has changed the significance of the day or many harassed mothers and fathers who onder how they are to meet the look of disappointment and hurt of the faces of their children n Christmas morning when they learn that anta did not fill their stockings, did not bring ne toys and gifts they expected so eagerly. To nake impossible such a situation as this was one f the reasons for the organization of Cincinati's "Mayor's Community Christmas Committee."

"Burn Brighter the Christmas Light of Joy nd Peace" was the slogan adopted last year by ne several hundred representative citizens servng on the Mayor's Committee sponsored by the ublic Recreation Commission. By pooling the interest, experience and resources of all civic, social, cultural and service organizations in the city, it was possible to avoid duplication, to distribute the benefits over a much greater section and larger numbers, so that most of the underprivileged realized some of the joy and good will incident to the spirit of Christmas.

Since most cities will be confronted with greater problems this year and because we sincerely feel Cincinnati has accomplished worthwhile things through the co-operative efforts of the members of the Mayor's Communty Christmas Committee, we are presenting the Cincinnati plan in the hope that others may benefit.

Committee Organization

The Mayor's Community Christmas Committee is divided into eight sections. The scope of the work is of sufficient variety to enlist the services of all interested groups and individuals. One meeting of the combined committees is held late in October. The Mayor presides and

appoints the chairmen of the eight sections, who have been approached in advance and are on hand to announce their plans and the complete personnel of the section. The executive secretary of the Community Chest, the Director of Public Welfare, the City Manager, and various prominent citizens are given a few minutes on the program for helpful suggestions or inspirational remarks. Each sectional chairman announces the time for his first meeting. Everyone at the meeting is privileged to make suggestions. In 1931, more than two hundred representatives attended the general meeting. The work of the sections is divided as follows:

Cincinnati's Christmas Givers' Exchange

In past years it was discovered that many families received several baskets of food, clothing, or money gifts from the Eagles, Elks, the Associated Charities, churches, and other organizations, while some families, too proud to ask, received nothing. To eliminate duplication and avoid fraud or deception, all organizations or individuals wishing to make contributions have agreed to co-operate with the Christmas Givers' Exchange by sending to the secretary the names of any individuals or families to whom donations are made. Families desiring assistance are also registered with this committee, and citizens are now educated to the point where they call upon this committee before sending gifts.

Christmas Toys Committee

The function of this committee is to make, collect, repair and distribute toys to the poor children of the community. The Boy Scouts collect used toys and repair them as a part of their regular Boy Scout program. The Girl Scouts, Camp Fire Girls and Girl Reserves dress dolls. The firemen of the city, in addition to repairing used toys, have adopted as a project the making of new toys. All through the year, in their free time, firemen may be seen at the station houses at the work benches making boats, aeroplanes, and every imaginable sort of device to bring happiness to some child at Christmas time. Thus they are doing something of benefit to others and enjoying themselves in creative work. All the toys are brought to a central distributing house, where parents having cards from one of the charitable agencies may select toys suitable for the age and tastes of their children.

One of the first cities in the country to have a Community Christmas celebration, Cincinnati is striving to make this year's the happiest of all. Careful organization and cooperation on the part of all groups Cincinnati finds to be the vital elements of success.

Neighborhood and Individual Christmas Trees Committee

"The Christmas Tree is the symbol of the Christmas Spirit." Since it is impossible for many homes to provide individual Christmas trees, the function of this committee is to foster a community spirit through celebrations around Community Christmas Trees and to give emphasis to the Christmas spirit through the decoration of existing evergreens and erection of Christmas trees on private lawns or front yards. In many suburbs the Welfare Associations, Mothers' Clubs, Community Center Boards, Parent-Teacher Groups, and Business Men's Clubs combine to erect and decorate a neighborhood Christmas Tree. Carol services are held on various nights by interested groups around the lighted Christmas Tree.

Community Christmas Music Committee

The function of this Committee is to stimulate the organization of groups in every Community, to visit the sick and shut-ins on Christmas eve. day or week, and to provide music—instrumental, vocal or choral—on Christmas day, for the inmates of public and private institutions where orphans, the crippled, the aged and sick are cared for.

In the past, some of the more popular hospitals have complained that they were over-run on Christmas eve and Christmas day with well meaning carolling groups, and in many instances they had to be turned away to guard the patients against too much nervous excitement. Other institutions in more remote locations complained that they had no attention during the Christmas season. This committee, therefore, correlates and coordinates the activities of the various church choirs and other groups, and makes the assignments for Christmas entertainment. The Cincinnati Symphony Orchestra volunteered its services and for the past three years has presented concerts in four of the largest institutions.

Copies of carol sheets, containing the words of old familiar Christmas Carols, have been printed and distributed free by this committee.

Christmas Parties Committee

Luncheon, Civic, Service

nd Social Clubs in the city have been encouraged o adopt one school in the poorest districts of the ity to give Christmas parties for the children in ne schools. One of the club members usually erves as Santa Claus. The committee purchases rom funds donated by the clubs, a toy, an range, an apple and a bag of candy for each hild. In the most destitute districts some of the ubs have added a pair of stockings or a pair of loves for each child. A Christmas storyteller a appropriate costume and a games' leader furish the entertainment.

OLDIERS' ENTERTAINMENT COMMITTEE

The function of this committee is to provide ntertainment and gifts on Christmas Day or in he Christmas Holiday season for the disabled eterans now being cared for in the hospitals of Iamilton County and neighboring Kentucky owns, and for such ex-soldiers as are in need f assistance and cheer. This eliminates the anoying street begging by men posing as disabled eterans, since all bona fide veterans in need of ssistance know they may receive help by calling t the local American Legion office, since the exutive secretary of the Legion serves as chairan of this section.

HRISTMAS STORYTELLING COMMITTEE

This Committee organizes trained storytellers ho tell Christmas stories in the children's instiitions in the Children's wards of the city hospiils and at children's Christmas parties, and prides those volunteer storytellers with picturesque costumes.

UBLICITY COMMITTEE

All committee chairmen and secretaries clear ublicity through the central committee. Last ear the Retail Merchants' Association loaned its ublicity manager to the Mayor's Community hristmas Committee for the entire month preeding Christmas. This service was particularly aluable since the publicity expert succeeded in ducating more of the general public to the aims nd purposes of the committee. The newspapers ere exceedingly generous in the space allotted o the Christmas Committee.

The most pretentious undertaking of the committee was the Christmas Music Festival given or the benefit of the unemployed at Music Hall, n The Sunday preceding Christmas. This festival was presented under the auspices of the Symphony, Orpheus, Mothersingers, Choristers, University men and women's Glee Clubs, the Public High School Chorus, the Cincinnati Institute of Fine Arts, and the Recreation Commission. Marta Wittkowska, then a member of Metropolitan Opera, who was visiting in Cincinnati, was the soloist. She, too, donated her services.

Christmas is "a good time" and a time when community co-operation can result in happiness for the lesser privileged members of a community. This year, more than ever, Recreation Boards and Commissions must accept the challenge to do everything in their power to alleviate suffering and to "burn brighter the Christmas light of joy and peace."

Many recreation departments have their Christmas handcraft classes for the making of Christmas gifts, but it is interesting to note that relief agencies are also adopting the idea. The Family Welfare Bureau of Vancouver, Canada, last year conducted handcraft classes for forty children from the 350 families with whom the Bureau was working. These children, from six to twelve years of age, met four Saturday afternoons before Christmas in the club room of the Y.W.C.A. and made presents for their families. An adult volunteer was in charge of three or four children at each small table showing them how to stitch and braid, cut and paste. Other volunteers prepared the material, while at the far end of the room was the "shipping department" where volunteer workers helped the children make out Christmas cards for the finished articles and wrapped them in the usual Christmas finery. "Afternoon tea" of milk and buns brought each afternoon to a close.

Recreational Reading

A plea for the happy use of leisure through active appreciation of the most democratic of arts.

By STELLA S. CENTER
President, National Council
of Teachers of English

Courtesy "Hygeia"

They can't begin too young to become acquainted with books.

IT IS the fashion among the unthinking to decry the present age as a machine age and to lament the passing of the good old days. But in this chorus wise teachers of English do not join. Rather they welcome the stretches of leisure made possible by time and energy saving machines and try to help people fill that leisure wisely. It is in these periods of leisure that we re-create, or rather re-create ourselves, to use the world in its original sense. The plane on which we re-create ourselves is an accurate index of our intellectual and spiritual attainment.

It is chiefly to the arts that we look for the inspiration and help that will enable us to make our periods of leisure occasions for true re-creation. The most democratic of all the arts is literature. It is understood, appreciated, and practiced more widely than any other art. There is a bond between literature and anyone who can read. Compartively few can practice the art, but almost everyone can participate in it through appreciation.

In this active appreciation of the art of literature—that is, the art of silent reading—lies our chief hope of filling leisure wisely and happily. It devolves on teachers of literature to meet the challenge of a complex machine age. They must convert stretches of non-occupation into productive leisure. Science has created leisure which must be filled to the brim with life-giving recreational activities, not with activities that blunt fine sensibilities, stultify the imagination, and dull the keen edge of the intellect.

An editorial in the *New York Times*, entitled "Reading as an Art,"* testifies to the high place the art of silent reading holds in modern life:

"That there are several million persons in the United States beyond the age of childhood who are illiterate, contradicts the statement put by Shakespeare in the mouth of Dogberry, that 'to read and write comes by nature.' There are another million, nominally literate, who yet read so little and with such pains, that to them books are as an instrument upon which they have not learned to play. Professor Charles H. Judd of the University of Chicago, emphasized that in speaking on adult education at the Convocation of the University of the State of New York:

" 'Until people are ready to cultivate reading as they would cultivate the ability to play a musical instrument or to play golf, they will never be able to use the best sources of information with readiness and full advantage.'

* October 19, 1930.

"Reading aloud is recognized as an art, but reading to one's own mind is also an art which can be developed, as other arts, by incessant practice. If he were to give as much attention to the cultivation of this skill as the musician gives to his art, the artisan with leisure and a library would be richer than the man whose profession or vocation leaves him no time to read swiftly and thoughtfully in the literature which is 'the organ of the race mind' and whose chief function is the fusion of nations and the 'enfranchisement of the soul' of the individual.

"Reading 'maketh the full man' only when he has attained readiness with comprehension on his reading. Adult education is to be fostered best by the cultivation of this skill. As Professor Judd suggests, it may be acquired without the formality of class instruction. Education is, after all, largely self-education; and with a skill in reading, one may have the masters of all time for one's teachers. Want of learning need keep no one low, as once it did, when he was 'a god who could but read and spell,' and learning may be had even outside of universities, if one but have the skill to read."

We teachers of English address ourselves particularly to the adolescent and the early adolescent period—that stretch of years between eleven and eighteen inclusive—that time when habits and attitudes assume a definition that persists throughout life. It is to this age that we address ourselves in the hope that the cultured adult may emerge with resources for leisure and recreation.

Granted that a program of recreational reading is an essential part of every high school program, how can books be selected that will provide wisely for the reader of today and the kind of adult we wish him to become tomorrow? What are the factors that control in the assembling of a program of recreational reading?

Such a program of reading, to be effective, must be child-centered; that is, reader-centered. It must reckon with the reader: his needs, his outlook. It must envision the man or woman we hope that the child will become.

What Kind of Books Shall We Offer?

In assembling a child-centered program of effective recreational reading, what kind of books must be included? The National Council of Teachers of English has for the past two years had committees at work in an attempt to answer this question, preparing Home Reading Lists for readers between the ages of eleven and eighteen inclusive. One list is a revision of the list compiled by Herbert Bates and his committee in 1923 and addressed to Senior High School pupils. The other list is addressed to pupils between the ages of eleven and fourteen, the junior high school age, or rather the seventh, eighth, and ninth years. There are approximately two thousand titles in each list, the list for the younger pupils being carefully annotated. In the list for older pupils, the books are grouped under sub-headings that give a clue to the contents of the book. Both lists are profusely illustrated in color and in black and white. Both have attractive colored covers, designed to attract young readers and lure them "through the Gates of the Mountain." The illustrations, through the courtesy of the publishers, are by such artists as Will James, Frederic Remington, Constance Garland, Morgan Dennis, Maxfield Parrish, Howard Pyle, N. C. Wyeth, and others, the illustrations numbering seventy or eighty in each list. They have been compiled for the purpose of making reading a worth while leisure activity, a means of re-creation or recreation. The lists are the committee's answer to the question: "What books should we recommend in order that recreational reading may be truly recreational?"

1. *We recommend books that furnish new, worth while experiences,* not so new, however, that they cannot be understood in the light of the reader's experience. The young reader wants experiences, more experiences, new experiences — the stuff out of which life is made. Youth longs to live and to live abundantly. He wants to relive the experiences of long ago. He likes to project himself into the distant future.

This longing and need call for *stories and novels* of wholesome *action,* full of accurate, concrete details, with characters capable of heroism, of sacrifice, of high endeavor, of strenuous exertion, of genial comradeship, of fine sportsmanship.

To this goodly company belong the trumpeter of Karkow in fifteenth century Poland; Hereward, the

Recreation workers, who as a group are becoming increasingly appreciative of the value of reading as a leisure time activity, will welcome the announcement of the reading list, "Leisure Reading," published by the National Council of Teachers of English, 211 W 68th St., Chicago, for the use of pupils in the 7th, 8th and 9th years. It contains more than 1,100 titles, and is based on the natural interests and popular hobbies of boys and girls between 11 and 15 years of age. The price is $.20.

English outlaw and patriot; Marco Polo at the court of Emperor Kublai Khan; Quentin Durward of the Scottish guards. How fortunate is the young reader who discovers the North Pole with Peary or Lives with Robert Falcon Scott, those last tragic hours at the South Pole! Or to have felt with Dillon Wallace the lure of the Labrador! How truly recreational it is to explore Africa with Livingstone, or to sail beyond the Gates of Hercules with David Bone, Joseph Conrad, John Cook, or Richard Henry Dana! Daniel Defoe and James Fenimore Cooper have much wisdom to unfold to the modern Boy Scout. Jim Davis tells a thrilling story of capture by pirates off the coast of Devon one hundred years ago. That epic pursuit or Moby Dick still holds the eager attention of young and old.

But this list of stalwart souls stretches out almost endlessly. How fortunate the youth who is at home in the company of active, adventurous spirits who

"Steer beyond the evening star,
And challenge their own dream
To overtake the things that are
Behind the things that seem,
And do not care if death should be
The price of curiosity.

. . . . .

But still for heries there are seas
Beyond the Gates of Hercules!"†

2. The second large group of books on our recreational list consists of those that *interpret life*. It is not enough to have the panorama of life unfolded before the eyes of youth. Life must be interpreted; experiences evaluated. What are the right emphases? Youth needs to look at life through the eyes of the humorist, the dreamer, the star-gazer, the ditch-digger, the politician, the philosopher, the amused spectator — what have they to say about life? Many have attempted answers, notably among them Hamlin Garland in his *Roadside Meetings of a Literary Nomad.* John Galsworthy in the *Forsyte Saga,* Willa Cather in *My Antonia,* the story of a "Bohemian immigrant girl related reminiscently by a New York lawyer," Rolvaag in the saga of the prairie, *Giants in the Earth,* Howells in his story of the self-made American and his family in contact with Boston society in the 80's. These wise interpreters of life—what a rich heritage they bestow on youth! Not only do they interpret life, but they enrich it also.

3. Then there is that third group of books that make the reader acquainted with the world of work. They make him at home with workers and equip him to follow a vocation intelligently and happily. Such books are vocational counsellors, who help young people to help themselves. To those who have found their work:

"The world's no blot nor blank,
But means intensely, and means good."

Who are these authors who have celebrated work and glorified it? Angela Morgan. Hear her song of Triumph.‡

"Work!
Thank God for the might of it,
The ardor, the urge, the delight of it—
Work that springs from the heart's desire,
Setting the brain and the soul on fire—
Oh, what is so good as the heat of it,
And what is so glad as the beat of it,
And what is so kind as the stern command,
Challenging brain and heart and hand?"

Arnold Bennet visits a telephone exchange and thinks of millions upon millions of live filaments "under pavements and over roofs and between floors and ceilings and walls." Walter Sanders Hiatt presents Sparks of the Wireless who cuts through the air and over the sea with a tiny dot, or a dash or two. Or Edna Ferber sees a great department store in perspective and senses the human element in the Gargantuan thing that sprawls its length in many a great city. Edwin Lefevre shows us Wall Street with its inhabitants, today worth millions, tomorrow cursing Lady Luck. Go with Frank Norris to the wheat pit. It is nine o'clock. "Then, suddenly, cutting squarely athwart the vague crescendo of the floor came the single, incisive stroke of a great gong. Instantly a tumult was unchained. Arms were flung upward in strenuous gestures, and from above the crowding heads in the Wheat Pit a multitude of hands, eager, the fingers extended, leaped into the air."

This world of work! To be a worker in this world of work, doing, as Carlyle phrased it, the work for which you are fitted by nature and by training! There are few satisfactions comparable to it. Let the young reader see the potter at work in *Brunel's Tower,* or the riverman in *Blazed Trail Stories;* or the cotton picker in Scherer's *Cotton a World Power;* let him thresh wheat with Hamlin Garland in *A Son of the Middle Border,* or quarry slate in *Old Delabole* with Eden Phillpotts, or rejoice in *The Delights of Delicate Eating* by Elizabeth Pennell; or learn *The Business of Being a Woman* by Ida Tarbell. Young

†*Cursory Rhymes,* Humbert Wolfe.
‡*Work: A Song of Triumph,* Angela Morgan.

readers are eager to enter the world of work and read with avidity the story of adventures in that El Dorado.

But man needs something besides work. He needs the freedom to expend his spirit, to experiment with various modes of expression. Hear Browning's testimony:

"Because a man has shop to mind
In time and place, since flesh must live,
Need spirit lack all life behind,
All stray thoughts, fancies fugitive,
All loves except what trade can give?

"I want to know a butcher paints,
A baker rhymes for his pursuit,
Candlestick-maker much acquaints
His soul with song, or haply mute,
Blows out his brains upon a flute;
But——Shop each day and all day long!
Friend, your good angel slept, your star
Suffered eclipse, fate did you wrong!
From where these sorts of treasures are,
There should our hearts be—
Christ, how far!"

It is the province of recreational reading to provide the means of escaping occasionally from shop.

4. But we should deserve the righteous condemnation of youth, did we not provide him with books that tend to make him a citizen of the universe—books that will stretch his parish bounds from ocean to ocean—books that will make him acquainted with other lands and other peoples, in the hope that out of this acquaintance may come a world fellowship that will put an end to war. This generation will "hold high the torch and keep the faith" only if it proclaims in burning words that the world does interlock. What have books to say to young readers if they are to establish peace with men of good will?

There is *The Daughter of the Samurai,* a faithful etching of Japanese life and aspiration. Selma Lagerlof's *Marbacka* makes Scandinavia seem more neighborly. Hear Woodrow Wilson's *Address to Newly Naturalized Citizens.* Read James Francis Dwyer's *Citizen*—Leave Russia and come to America with Ivan and Anna; hear Woodrow Wilson's words to them:

"We grow by dreams. All big men are dreamers. They are things in the soft haze of a spring day or in the red fire of a long winter's evening. Some of us let those great dreams die, but others nourish and protect them, nurse through bad days till they bring them to the sunshine and light which come always to those who sincerely hope that their dreams will come through." Such books lead the young reader to Thomas Hardy's conclusion:

"I traveled the whole terrestrial round,
Homing the other side;
Then said I, 'What is there to bound
My denizenship? It seems I have found
Its scope to be world-wide.'"§

5. We should rightly forfeit the esteem of youth, if we did not give wise guidance in that field where an ethical choice must be made. Perhaps you recall the old Hebrew tradition that represents Ithuriel, the angel formed of fire, encompassed by light, and carrying a magic spear. In *Paradise Lost,* Ithuriel, as a toad crouched at the ear of Eve. Touched by the revealing spear, the fallen angel stands forth in his true guise.

The Hour of the Angel, Kipling's poetic version of the tradition, reminds us that no reading list is complete unless it includes that glorious company who meet test unflinchingly when the hour springs on them. Let youth meet Scott in a blinding antarctic blizzard, when Ithuriel's spear touched him and his companions. Go with Grenfell, the missionary doctor, and discover with him that "the joys of life lie in us, not in things."

Clara Barton on the battle-field, Michael Pupin on the Serbian hills gazing at the stars, Byrd, Amundsen, Ellsworth, Lindbergh—all have faced the Angel's Hour and endured the touch of the spear.

How beautifully this high commission is described in *The Magic Spear*:

"Some years ago, in the old walled City of Manila, a long religious procession carrying tall candles was passing through the narrow streets. Suddenly the tropic night fell; the blackness was pierced only by the brilliant stars above, among which shone resplendent the beautiful Southern Cross. As the leader entered the votive church which was the goal of the procession, he lighted his candle at the altar; then, coming out, he passed the flame to those nearest him, the light quickly flashing from hand to hand, illuminating the dark streets and making a long path of light.

So do poets and narrators of fine thought and doers of noble deeds pass along the inspiring thought or word or deed of life, making a trail of light down the centuries to guide uncertain feet along the hazardous road of life."*

§*His Country,* from *Collected Poems.*
**The Magic Spear* by Mary McSkimmon and Virginia Lynch.

(Continued on page 402)

How Much Public Recreation Is Essential?

Mr. Wallace delivered this address at a meeting of the National Municipal League held in Washington, D.C., on September thirteenth. The general theme of the series of meetings held at that time under the auspices of the League was "The Problem-Paying for Local Government during the Depression."

By ROY SMITH WALLACE
Staff Member, National Recreation Association
New York City

I AM HAPPY to have the opportunity to address this meeting on the general subject of public recreation, though I confess to some trepidation as I think of the exact title which has been assigned to me—How Much Public Recreation Is Essential? There are so many different definitions of "essential." Essential for what? Essential for health? Essential for happiness? Essential for the business efficiency of adults? Essential for the growth of children? Many previous generations have felt recreation quite unessential. Church authority was once opposed to recreation as not only not essential but undesirable.

I am troubled also because the chief purpose of this whole series of meetings in Washington at this time is to discover ways and means by which government costs can be reduced. But nowhere in our country have recreational expenditures provided the essentials of public recreation service for all of our citizens. To suggest reductions in our present inadequate service, therefore, is like suggesting a further amputation for a one-legged man. For our present recreation service is indeed thoroughly inadequate. The White House Conference on Child Health and Protection, which is probably as sound a source of information as is available, estimated that of a total of 32,000,000 children under eighteen in the United States only about 5,000,000, at the most liberal estimate, were served by playgrounds. The recreational needs of adults (especially young adults) are probably with equal inadquacy unserved by the present public recreational facilities.

In a democracy a governmental service ought to be available for all. Our educational service, for example, although it varies in quality, does nevertheless accept its obligation to provide some kind of public schooling for every child. Our public recreation service, however, is not providing even the physical facilities for recreation service to even a majority of the urban children of the country.

I would not, of course, be understood as indicating that the recreation expenditures of our cities should not share in the economies now forced upon us by the reduction of the national income. Recreation workers throughout the country will be glad to cooperate in planning ways in which, through reduction of salaries, through reducing the number of leaders per area and per center, through opening up recreation centers three evenings a week instead of five, through diminished appropriations for supplies, we can make economies. They do not, however, wish to see unintelligent, drastic cuts out of all proportion to cuts in other types of service. Recreation activities as a part of governmental responsibility are so new that it is natural for the city officials to think first of eliminating entirely this newer type of service. May I suggest, however, that some of these newer services established in the twentieth century may very well represent service to more genuine twentieth century needs than some of the governmental services established centuries ago. I think I would match the value of the services of a good recreation leader to the needs of modern city life up against the value of a sheriff or a coroner or a sergeant-at-arms, or a tipstaf or a bailiff, even though these offices have existed for centuries.

Furthermore, the proportion of the total expenditures of city government which goes into recreational purposes is pretty small and does not offer a very large field for the pruning which economical city fathers are seeking to make today.

The last available report of the United States Census Bureau on "Financial Statistics of Cities" indicates that in 1929 only 3.6% of all local current expenditures in cities with a population of 30,000 or more was for park and recreation purposes, and that this percentage has not increased during the last twenty years. This 3.6% represents a total expenditure of just over $69,000,000 which covers the cost of care and maintenance of the park systems of these cities and the cost also of the organized recreational activities of these cities. This maintenance cost represents only about 3% of the value of the park properties of these cities, namely $2,400,000,000 which is surely a low ratio of maintenance cost to value.

But how much public recreation is essential? I have thought that our cities might well consider it essential to spend in wholesome and constructive ways an amount of money which would prevent the necessity for similar amounts in remedial and corrective work. It ought surely to be essential to make for prevention an expenditure as great as that which we otherwise would have to make for correction.

For example, without question recreation systems have reduced delinquency. I am aware of the difficulty of accurate statistics in this field, of the various factors which complicate all social problems. I do believe, however, that it is sound to consider the results which have been obtained in the reduction of juvenile delinquency as indicated by the testimony of competent witnesses. For instance, James H. Killey, Probation Officer of the Juvenile Court of Milwaukee, Wisconsin, said: "The Beulah Brinton and Bishop Avenue playgrounds have been in operation three years. In this community, prior to the opening of the playground and community house, there was continuous trouble with gangs and factions which were hard to control, and there were always a good many boys on probation for stealing and assault. Since these playgrounds have been in operation, delinquency cases in the juvenile court have been completely wiped out and for the past two years not a boy from this community under the age of seventeen years has been before the juvenile court on any charge whatsoever, except for truancy, and only six on this complaint." Charles Edwin Fox, when District Attorney of Philadelphia, studied a district for five years before and a like period after the establishment of playgrounds. He says: "I discovered the remarkable fact that in the five years of playground recreation, the neighborhood showed a fifty per cent decrease in juvenile delinquency, as compared with the previous years."

Similar studies and observations have been made in many cities, large and small, and I cite some of them here: In Visalia, California, a study by the Probation Office reported an 80% decrease in juvenile delinquency following the opening of playgrounds. Louis Brownlow, when City Manager of Knoxville, Tennessee, claimed that juvenile delinquency had decreased 50% after the playground system was started there. In Miami, Florida, the Juvenile Court Judge gave credit to the playground and recreation work in the city for a 95% decrease in juvenile delinquency. The Juvenile Court Judge of Anaheim, California, in 1925 gives credit for a 70% decrease in juvenile delinquency there. There are many other similar figures.

Courtesy East Orange, N. J., Recreation Commission

For the sake of the future of our nation, we must see to it that in a time of depression little children are not robbed of their birthright.

These quotations have to do only with juvenile delinquency. No similar studies or collection of testimony have been made as to the effect of recreation on the delinquency of young adults. With the development of public recreation far beyond the stage in which its clientele is exclusively children on the playgrounds; with the increase, that is, in athletic fields, tennis, bathing, indoor recreation centers; with the rapid enrichment of the program of public recreation so that it includes now not merely games, sports and athletics but all kinds of musical and dramatic activities, handcraft and constructive activities culminating in the creative arts and social recreation of all kinds, the public recreation systems of the country are serving large numbers of adults. In certain cities this service constitutes

more than one-third of the total service rendered. It is this young adult group, from seventeen to twenty-two or -three years old, from which much of our crime is coming. It seems to me fair, therefore, to believe that our public recreation systems in addition to reducing juvenile delinquency are also preventing a considerable amount of delinquency from these young adult groups.

I shall try now to translate some of this into cost figures. Various studies have shown that juvenile arrests per year number about two plus per thousand of population; that about one-third of the children arrested are put on probation; that about one-quarter of them are sent to reformatory institutions where they stay about two years. Dr. Glueck's study of the output of the Massachusetts Reformatory has shown that a large percentage of those who enter the reformatories (80% his study shows) are not thereby reclaimed to good society and later fill up our prisons. The average cost of probation per year is $30.00; of reformatory care, over $500.

All of these figures indicate that there are very substantial savings to be made in crime costs through expenditure for playgrounds and recreation centers. No statistical processes would be sound. I cannot give you unimpeachable figures, but just to give you some dollars and cents in order that the possible scale may be in your minds, let me remind you that the National Commission on Law Observance and Enforcement (the so-called Wickersham Committee) in its study of the cost of criminal justice in American cities in 1930, found a total cost of $5.47 per capita of population for the cost of police, prosecution, courts, penal and correctional institutions and probation. In the City of Washington, D. C., the total cost was $4,485,000 or $9.21 per capita. If the playground and recreation services of Washington have held down delinquency and crime by a bare 8%, it has more than paid for its total cost in the reduced taxpayer's cost of crime. Recently the cost of caring for juvenile delinquency for one year in a city of less than 20,000 population from arrest, through custody and court trials to commitment and institutional care, proved to be $77,000. The cost of a year-round public recreation system for that city has been worked out, as to leadership and program operation well distributed to serve the neediest sections, as $5,000 to $7,000. Thus the cost of legal care of delinquency was fully ten times as great to the taxpayers as the recreation system would entail.

A similar authentic claim can also be made in the field of health and the possibility of the reduction of some of the taxpayer's cost for the care and treatment through play of the sick and the insane. I cannot here go into this phase of the question at length. The health value of outdoor play is widely accepted and is indeed authoritatively indicated in a report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, which is so long that I quote only one sentence from it: "Big muscle activity stimulates growth, and for the growing child is absolutely essential." Similar preventive values from the point of view of mental health are indicated by such authorities as the following: Dr. Arthur H. Ruggles, Chairman of the Executive Committee, National Committee for Mental Hygiene, said: "Recreation is an important element in our efforts for the prenvention and cure of mental disease. For the normal individual it tends to sustain a healthful, happy outlook on

Is the provision of athletic fields for boys and young men an essential? Many cities are proving their value.

Courtesy East Orange, N. J., Recreation Commission

life. Games, sports, music, dramatics, folk dances and other social activities provide healthful releases for pent-up physical and mental energy. Success in recreations also gives the individual a sense of achievement and power, and thus helps to avoid the growth of a feeling of inferiority which may oppress him throughout life and even lead to serious mental maladjustment. Furthermore, the feverish nervous strain of modern urban existence is relieved by regular recourse to play, especially outdoor recreation in close contact with the soothing influence of nature."

Again it is difficult fairly to translate all this into terms of money to be saved in the city and state appropriations for hospitals and other health activities. I know that the cities over 30,000 in population spent in 1929 over $59,000,000 for hospital care, or over $1.25 per capita of population in these cities, and an additional $48,000,000 for the conservation of health or $1.08 per capita. I know that the State of New York spent in 1931 over $24,000,000 for the hospital care of mental patients, a total cost to the citizens of the State of New York of $1.80 per capita. Even a 1% reduction in these costs of the care of physical and mental health which recreation can bring about would mean a possible additional $.04 per capita that could profitably be expended on recreation. A possible 5% reduction in these budgets through healthful recreation would justify a $.20 per capita expenditure for recreation.

Consideration of such facts as are available do seem to show that one measure of how much public recreation is essential lies in its effectiveness in this reduction of taxpayer costs for the care of crime and sickness.

The American people *do* value recreation—they *do* believe it is an essential. Every sensible man knows this, from the father who buys a kiddie car for his young son to John D. Rockefeller who, at ninety-three, plays his golf twice a week.

How essential recreation is every sensible man knows. Social thinkers and educators by the scores and by the hundreds, could be brought forward to testify to the essential need for recreation. Perhaps John Dewey may be used as a sample. Writing in 1916 in his book *"Democracy and Education,"* Professor Dewey said: "Recreation, as the word indicates, is recuperation of energy. No demand of human nature is more urgent or less to be escaped. The idea that the need can be suppressed is absolutely fallacious. . . If education does not afford opportunity for wholesome recreation and trained capacity for seeking and finding it, the suppressed instincts find all sort of illicit outlets, sometimes overt, sometimes confined to an indulgence in the imagination. Education has no more serious responsibility than making adequate provision for enjoyment of recreational leisure, not only for the sake of immediate health, but still more if possible for the sake of its lasting effect upon habits of mind."

How much do you think the American people pay for their recreation? Any figures as to the total cost of recreation in this country would, of course, be an estimate. It is, however, probably worthwhile to note that so competent a student as Stuart Chase in his chapter on leisure in *Whither Mankind*, estimated that the total expenditures of the American people for the recreational pursuits of their leisure time had in one year (1928) amounted to $20,000,000,000 between one-quarter and one-fifth of the total national income for that year. A recent article in *Business Week*, based on figures from official sources and from sport and amusement organizations and publications, and omitting many of the types of expenditures which Stuart Chase included, indicates an expenditure in 1929 for commercial recreation of over $5,250,000,000.

Certainly, too, our citizens have been using government for recreation. The latest figures taken from *Financial Statistics of Cities*, issued by the United States Census Bureau, relating only to cities of 30,000 or more population, show that the values of public properties in these cities held for recreational purposes is $2,462,000,000 more than one-third of the value of all the properties held by these cities. Every State of the Union either by general or special legislation, has made it possible for various political subdivisions—counties, cities, school boards, park boards and similar bodies—to establish and appropriate tax funds to maintain public recreation departments. By constantly larger appropriations from year to year city authorities have evidenced the interest of our citizenship in public recreation.

How much recreation is essential? How much health? How much education? How much police protection? Such questions cannot be answered categorically. Perhaps as concrete an answer as can be given is to be found in the previously referred to report by the special joint committee

from two professional organizations, each of the highest standard in its own professional field, namely the National Education Association and the American Medical Association. The Joint Committee, considering health problems and education, reported the following as to the essential needs of children for play:

> Kindergarten ages and Grades 1, 2, 3 (ages 5 to 9 approximately) "should spend at least four hours daily in activities involving big muscles."
>
> Grades 4, 5, 6 (ages 10, 11, 12 approximately) "should spend at least three hours daily in out-of-door active play."
>
> Grades 7, 8, 9 (ages 13, 14, 15 approximately) "should spend at least two hours daily in out-of-door active play."
>
> Grades 10, 11, 12 (ages 16, 17, 18 approximately) "should spend at least one and one-half hours daily in out-of-door active play."

The practical attainment of the essentials indicated by these statements would involve the doubling, tripling and quadrupling of the recreational plants of most of the cities of this country.

From the point of view of safety, the standards set up by the National Conference on Street and Highway Safety contain this recommendation: "Adequate playgrounds throughout the community should be provided and particularly there should be available a playground for every school as a safety measure to keep the children off the streets." This essential from the point of view of safety has not yet been attained in public recreation.

The essentials set up for the play life of children by the White House Conference on Child Health and Protection are, of course, too long to be quoted here, but they include: first, the actual opportunity of all children to participate in and test their interests and skills in a great variety of play activities, including games, sports, musical activities, dramatic activities, companionship and contests with nature, social activities and opportunity for group activities, handcraft and other creative activities—fundamental human interests which throughout all the centuries have constituted the play life of man. They include second, the further essential of trained, skillful leadership of the highest character which can open the door of opportunity, give suggestion, training, coaching help and inspiration for all of these various possible activities. And third, they include, of course, proper facilities, both indoor and outdoor.

The recreational standards so far as facilities are concerned have been fairly generally agreed upon by city planning, park and recreation leaders. Small areas immediately adjacent to the home for the pre-school child; areas of from three to ten acres within one-third or at most one-half a mile of the grammar school age child; neighborhood playfields within a mile of the young people from fourteen or fifteen years up, have been pretty generally accepted as modern standards. Roughly speaking, one acre of park land to every 100 population has been accepted as a standard, with of course proper distribution as between types of areas, and geographically. Indoor facilities of various kinds—gymnasiums, pools, music rooms, dramatic rooms, shops and handcraft rooms—are a part of such essential equipment. These briefly are the essentials set up by the White House Conference. Our cities have a long way to go in attaining these standards. I suppose it would be fair to say that in a democratic community the public recreation facilities should be sufficient to be equally available for all, and that such provision of public recreation is essential as shall give opportunity to all for wholesome, varied, safe play, of the kind that develops physically and socially.

But how about *public* recreation? In the case of recreation as in the case of education, it is possible to secure its services for all only through public action. Our rich men can have their private swimming pools, own private golf courses, private gymnasiums, just as they can maintain private schools for the education of their children, but the great American democracy will be able to secure for itself adequate opportunities for wholesome play, indoors and outdoors, of the kinds which will serve its real needs only through collective action of government. In recreation, as in education, marvelous results are possible of compartively small expenditures. Good public school systems in many of the cities of the country provide excellent educational opportunities for 100% of their children at a cost which is only a fractional cost of the cost of the best private school. Through public operation recreational opportunities become equally inexpensive. The unit cost of public recreation service in 1931 averaged slightly under five cents; that is, each time a child or man or woman used a playground, a swimming pool, a community center, the gross cost was under five cents. In those cities of the country where it is generally considered the best recreational pro-

"Have we forgotten the lessons taught us by the war? No soldier in the trenches needed more greatly conscious efforts directed towards upholding his spirits, strengthening his courage, giving him the assurance that back of him stood all of his countrymen, than do the victims of this economic depression. Not only does the present require that the morale of our unemployed and their families be maintained and strengthened, but the future of our nation depends in large measure upon such action." *C. M. Bookman*, Executive Secretary, Cincinnati Community Chest.

grams are carried on—even though they are still inadequate from the point of view of democratic service to all—the cost is rarely over $.75 per capita, exclusive of debt service and maintenance.

Furthermore, the kind of recreational opportunities provided by the public are on the whole far more desirable than the types of recreational opportunities furnished through individual and commercial initiative. I suppose we would all rather have our children participating in a baseball game, community orchestra, handcraft construction and the other offerings of a modern recreation program than have them find their recreation in the dance hall, the pool room, the moving picture theater or the other usual offerings of the commercial recreation business. The *Business Week* article previously referred to shows that excluding public recreation a larger part of the consumer's dollar in 1929 than in 1919 was spent in amusement and non-participatory recreation— on radio, movies, theater—than in participation in active sports and recreation. Although the citizen's taxes for public recreation may seem to him onerous, taxes devoted to this purpose are actually money savers, just as taxes for education are money savers from the point of view of the individual citizen. A private school education for his children would cost him probably at least $500 a year. The average householder educates his family of several children in public schools on taxes well under $200 a year. Similarly a tax of $2 or $3 per householder for the provision of public recreation will buy day by day recreation, indoor and outdoor, of a great variety of kinds, for the whole family, for a whole year, at a cost of one theater ticket or eight or ten attendances at the movies. Furthermore, the provision in the immediate neighborhood of interesting play activities in the neighborhood playgrounds will satisfy the recreational needs of our children, and because they are thus busily employed in play, their demands on our pocketbook or money with which to go to the movies will be correspondingly reduced and we as taxpayers will probably be money in pocket at the end of the year, through the savings effected in the decreased demands from the children for commercial recreation.

The services of a public recreation department are of particular importance at a time like the present. Their function is, of course, to provide opportunity for the enjoyable and wholesome use of leisure, and today we are cursed with a volume of enforced leisure such as we have never seen before. The demand for recreational services has therefore, as you would expect, enormously increased. Unemployed adults or adults with only part-time employment have a tremendous amount of enforced free time on their hands which they must have an opportunity to use recreationally as well as educationally if they are not to stagnate mentally and morally and become in increasing numbers a prey to anti-social forces. Our schools each year are turning out thousands of boys and girls who want to secure employment and who have their entire time on their hands. The United States Office of Education has recently estimated that more than two-thirds of the June, 1932, graduates from our colleges are without employment. Many of the children are of families without steady or adequate income, where the home atmosphere may become depressing and family relationships strained. Doubling up of these families to reduce housing costs may make it impossible for these children to find any play at all in the home. Their resources for the purchase of amusements have been reduced to the minimum. The article in *Business Week* previously referred to indicates, as you would expect, a heavy dropping off in the private purchase of commercial recreation, both in the depression year of 1921 and again for 1930 as compared with 1929.

Our people are, therefore, largely thrown on the community for any recreation life which they are to have. That these conditions are actually facts and not mere theory is clearly indicated from reports reaching the National Recreation Association from many localities. A comparative analysis made of local recreation service in 1929-1931 indicates that playground service increased more than 17% and that indoor recreation service at over 1100 community centers in over 100 cities —a service largely to young adults—increased nearly 65% in 1931 over 1929. This increased

(Continued on page 402)

Games for the Christmas Season

FOR THE parties held at Christmas time at community centers, clubs, churches and in homes, games appropriate to the season add spice to the programs. Here are a few suggestions for games and activities:

GAMES FOR CHILDREN

Christmas Hoop Race. Divide the group into two groups calling one group the Holly Reds, the other the Ever Greens. Give the leader of each line a hoop, one wound with red crepe paper and the other with green. Each leader holds the hoop over his head. At the word "go" each must drop the hoop over his shoulders down his body to the floor and step out of it. The next person in line must pick it up and drop it over his shoulders to the floor, etc. The line finishing first wins the game.

Santa's Bag. Five players are chosen to represent the "bag." The remaining players who are sent to the far end of the playing area, are called "toys." The players representing the bag attempt to surround as many toys as they can. If the bag is broken, all toys are allowed to escape. All players caught join the bag and the play continues. The last five persons caught serve as the bag during the next game.

Christmas Messages. Players are lined up as for a relay race. The leader whispers a certain Christmas message to the captain of each row. When the starting signal is given, each captain turns around and whispers that message to the one directly behind him. He in turn whispers it to the next person and so on to the end of the line. The last one runs forward and whispers what he heard to the leader in his line. The row which first gets its correct message back to the leader wins that event. No one is allowed to repeat the message or whisper loudly.

Filling Christmas Stockings. Give each person a cut-out stocking, scissors, paste and an old magazine or catalogue and let them fill the stocking with pictures cut from the magazine and pasted on the stocking. The one having the best filled stocking in the shortest time wins.

Helping Santa Claus. Dress a rag doll to represent Santa Claus and fasten securely on top of a chimney made of cardboard. Blindfold one person at a time, present him with a bushy piece of cotton and tell him to try to pin on Santa's whiskers.

Christmas Blind Man's Bluff. Every player is blindfolded except one who has a bell around his neck which tells his whereabouts to those looking for him. The one who catches him is privileged to take off his own blindfold and put on the bell.

Krismas Kandy. Hide hard candies all over the room. Players receive little crepe paper (green and red) baskets, and search for candies. The one gathering the most candy in his basket wins.

ACTIVITIES FOR OLDER PLAYERS

Matching Partners

Snowstorm. In the beginning of the evening each girl is given a small circular piece of white paper on which is written a number. This is her "snowflake" and she will need it later in the evening. Announce that there is going to be a snowstorm. All the men are called together and "snowflakes," duplicates of the ones given to the girls, are given the men, who are instructed to go find their "snowflakes" (girls with a duplicate number).

Santa's Toy Shop. Assemble all girls in one room and all boys in another. Whisper to each girl the name of some toy. Have someone else at the same time give the names of the same list of toys to the boys. When the girls are admitted to the toy shop each boy represents the toy given him by some appropriate action or sound. Each girl walks about the shop seeking to find the particular toy awarded her, taking charge of it as soon as it is located. Thus each girl and her "toy" become partners.

Many recreation departments are following the plan of issuing bulletins containing suggestions for games and activities for seasonal parties. This is a service much appreciated by community groups. The Christmas games offered here were prepared by the Department of Public Playgrounds and Recreation of Reading, Pennsylvania.

Stunts

Candle Steppers. Four stout men are chosen to run this race. In front of each are placed four tall red Christmas candles in a row. These candles are lighted and contestants are asked to step over the candles in their rows to get the measure of the necessary step. After they have practised they are blindfolded and told to start when the whistle blows. In the meantime the candles have been removed. The "mental stepping" of the racers is amusing to watch.

The Lost Christmas Gift. A table serves as the hunting ground for this elusive Christmas gift. A man and a girl are chosen as the hunter and the gift to be searched for. Both are blindfolded. They put their hands on the table at opposite corners, and at the signal from the leader, start to move around the table, the girl trying to avoid the man while he tries to catch her, both of them moving very slowly and quietly in order to hear the other's movements. At the clash which always comes as a huge surprise to both hunter and hunted, a new couple is chosen. This may continue for three couples, but while the fourth man is hunting for his "package" she is quietly removed and the man continues to try to locate her.

Games

Reindeer Race. Players form in lines as in a relay. Each player has a reindeer made of light weight paper, and a piece of cardboard about 10 by 12 inches for each captain first in line. Each captain places his reindeer on the floor in front of him, and at a signal waves the cardboard to and fro, making a wind which blows the reindeer forward until a line is crossed drawn on the floor about twenty feet ahead of each line. The first person runs back to the line, hands the piece of cardboard to the second player who continues in like manner. The first team having all their reindeer across the line wins.

Snowballs. Suspend a large Christmas wreath in a doorway at a convenient height from the floor with a bell hidden in it. Prepare in advance "snowballs" made of cotton batting covered with white tissue paper. Divide the group into as many teams as wreaths. Players stand eight feet from the wreath and take turns throwing three "snowballs," one being numbered 5, another 10 and a third, 20. If the "5" goes through it counts five for that player's team. If it does not go through it is a loss, and so on. If a player accidentally hits the little bell which is hidden in the wreath, it counts 25 for his team. The team with the largest score after all have thrown wins.

Candy Catchers. Span a rope long enough to pin on stockings or paper bags for all players at one end of the room. The game is started by choosing a Santa Claus. All other players stand at a goal line at the other end of the room facing away from the line. Santa places two pieces of candy in each stocking except one and in this one he puts a whistle. This done, he claps his hands as a signal for the other players to rush to the line, empty and replace their stockings and then dash to the goal line for safety before the one who found the whistle can blow it. When the whistle is blown, all who are not safe on the goal line must stop where they are and forfeit one of their pieces of candy to the whistler. The whistler chooses the next Santa from among the number who reached goal safely. Each player must make his own stocking so he can tell it quickly, for each Santa is allowed to move the stockings. The game continues until every player has been the whistler once, and the winner is the player who succeeds in obtaining the most candies.

Stocking Surprises. A large red stocking of cambric is passed around, each one being allowed two minutes in which to feel its contents. As soon as the stocking is passed on he makes a list of the contents. The contents may vary from a toothbrush to a toy horn. Show the contents afterward.

Favors

Sweetmeat Dolls. Made from prunes, raisins and marshmallows. Stick one toothpick into a prune which stands for the body of the doll. To this attach a marshmallow head with features of bits of candied cherries or cloves String four toothpicks with raisins and insert one on each side of the prune for arms, two below the prune for legs.

Popcorn Snowman. Shape the popcorn balls into small ones and large ones. Use the small balls for the heads and the larger one for the bodies. Make eyes, nose and mouth by pressing in currants or pieces of raisins. A little hot syrup will paste the head firmly to the fat, chubby body. Make a paper hat to fit over the small ball.

Developments in Volley Ball

By JOHN BROWN, JR., M. D.

Secretary of Physical Education
National Council of Young Men's Christian Associations

VOLLEY BALL has had a progressive development since its introduction by the Y.M.C.A. in 1895. No other game has spread throughout the world in such a short time. It is equally enjoyed by and beneficial to young and old of both sexes. It requires simple equipment and can be played indoors or out-of-doors, and may therefore be played the whole year round. From the hygienic standpoint it is one of our most healthful pastimes because of the fact that the pace can be varied to suit the participants and there is a wholesome balance between attack and defense, affording an interplay of activity and rest. The absence of bodily contact between opponents minimizes injury, while the fact that the opposing teams are in close proximity and facing each other adds to the sociability and zest of play.

The game may be played primarily as a social activity or may be highly competitive, thus satisfying a wide range of desires from this standpoint. The fact that the court is relatively small and the ball is in constant view, and that spectators may sit close to the playing court, are features that add greatly to the enjoyment from the standpoint of spectators.

In recent years there has been a marked improvement in the technique of what is known as "intensive volley ball" which has proven that the skill and technique of the game may be developed without limits. This accounts for the growing appeal of the game among our most active and athletic types of young men, many of whom now prefer volley ball to any of the other major sports. Volley ball is perhaps the most adaptable of all our sports, in that it may be played under widely varying conditions—on playgrounds, in industrial plants, in open play spaces, in rural communities, and in the gymnasium. The singles and doubles variations of the official game are being played with keen interest in certain sections of the country. In other places, the novelty of the game is being added to by combinations of teams composed entirely of fathers or sons or mothers or daughters. Teams composed of members of one family, including both parents and children, are also adding to the sociability of the game in some communities. Volley ball is without question destined to become one of the most popular, beneficial, universal sports.

The playing court is 60 feet long and 30 feet wide, divided into two squares of 30 feet each by a net similar to a tennis net which is stretched tightly across the court. The top of the net is 8 feet from the ground. The game is played with a round leather ball, inflated with a rubber bladder. It is 26 or 27 inches in circumference and weighs 9 or 10 ounces. It is a little smaller, and less than one-half the weight of a basketball. Six players make a team. Each team plays on its own court with the net separating the two teams. The game is played by batting the ball with the hands back and forth over the net, the object being to prevent the ball from touching the floor within your own court.

A "service" is the putting of the ball in play by the player in the "Right Back" position, by

Dr. Brown, who is the secretary and official rules interpreter of the United States Volley Ball Association, is closely in touch with developments in this popular game. We are presenting here, practically in its entirety, an address of Dr. Brown's which will appear in "Aims and Methods in School Athletics", which is soon to be published by the Wingate Memorial Foundation, 57 East 56th Street, New York City. This volume will incorporate the lectures and demonstrations given last year before the public school teachers and coaches of New York. The price of the book will be $2.00.

Courtesy Tampa, Florida, Board of Public Recreation

A game for young and old of both exes, needing only a simple equipnent, and playable the year-round.

atting it over the net into the opponents' court n any direction with one hand (open or closed) nd while in a position with both feet wholly ehind the right one-third of the back line of the ourt.

A "point" is scored when the team receiving ails to return the ball legally to the opponents' ourt. "Side Out" is called when the team servng fails to win its point or plays the ball illegally. he ball is "dead" after "point," "side out" or ny other decision temporarily suspending play.

A game is won when either team scores a twooint lead with fifteen or more points. A match onsists of the best two out of three games. After ne service, each team may play the ball three mes in returning it into the opponents' court, ut the same player cannot hit the ball twice in uccession.

Reasons for Popularity

The thrill to the spectator is in seeing the ball n constant motion, going back and forth over the et. The thrill in the game to the player is when e "kills" the ball by hitting it over the net so nat the opponents cannot prevent it from touchng the floor.

It is a notable fact that this game is circling the world in a most remarkable manner. It may surprise you to know that in the championship tournaments in Porto Rico they will have as many as 4,000 spectators out to see a game. In the Far Eastern Olympic Games, in which volley ball is included, they had as many as 40,000 spectators in stadia especially erected for the purpose to witness the volley ball games, even while the other Olympic events were going on. Particularly since the War in Europe volley ball has spread from country to country that prior to the War did not know such a game existed.

It is actually true that in many cases now young fellows of our foremost athletic type who have been basketball fiends now prefer volley ball. I wish you could see our National U. S. Volley Ball Championships in which we have only state winners or runners-up participating. We have an average of about sixteen teams annually. The average age of the winning teams for the last several years has been about twenty-one years. They are athletic types of individuals.

After a closely contested championship match, which may take anywhere from one hour to two hours, I have seen our best trained players, who are in splendid physical condition, quite contented to sit right down on the floor at the conclusion of the game for a few minutes' recuperation. From this it will be seen that when the game is properly played even by our best players, it is quite strenuous.

The reason for the appeal to those who play the intensive game is that it is essentially a team game. In intensive volley ball it is a crime practically for a man to return the ball immediately it has been received over the net from the other side. The system of playing practiced by good teams is that a backline player receives the ball, batting it with two hands, and placing it very carefully in what we call the pass to a forward line player. This second player, however, is not to return the ball over the net, but he in turn from his frontline position is to make what we speak of as the "setup," putting the ball high in the air in a line parallel with but about one foot back from the net in such a position that a third man can make the kill shot. He is facing the man who is making the setup and with a run gets a rise from a jump so that his hand is above the eight foot level at the top of the net, and as the ball comes down in perfect position for him, he makes a swinging sweep and strikes the ball forcibly into the clear position in which he intends it to strike the floor. He drives the ball down with tremendous force into the opponent's court, close to the net or well back into the court, depending upon the formation of the opposing team.

Skill in Defense

The next phase of volley ball to be considered is the defense. You will perceive that the other team that has served the ball now is waiting for it to be played back to them in this three-man contact. Contrary to the prevailing opinion it is just as important for a balanced team to have strong defense players as it is for them to have good attack players. Now if you were to study the makeup of our best national championship teams you would find that they are fairly evenly balanced between what we call "spikers" or "killers" and "receivers" or "setup" men.

The spiker or killer is a tall, lithe, supple, athletic type who can get his jump, and who has the reach and can handle himself in the air and drive the ball from a position well over the net down into the opponent's court; but our defense players in the main are shorter men, many of them quite stocky in build. Except in an emergency these men never return a ball over the net.

The best team play consists in the combination that takes place in the passing between the players of the same team before they decide to return the ball back into their opponent's court.

Essential Rules of Play

There is no such thing as a net ball in volley ball. It is good to remember that. If the server hits the net, it is "side out." There is no assist in volley ball in the service. The man serving must bat a clean ball into the opponent's court.

When the serving side serves the ball over the net the opposing team has three chances to return the ball; that is, three contacts are allowed. In the Orient they have this exception that if a ball being played by a team goes into the net they permit that side then to have four contacts to return the ball into their opponent's court; they think that speeds up the game. It is important to remember that only the serving side scores.

If the opposing team fails to return the ball the serving side scores a point but if, in the course of the ball being vollied back and forth over the net, the serving side fails to return the ball into its opponent's court, the opponents do not score a point but the serving side is declared "out."

After "side out" the service goes to the other team. For instance, if Team A is serving, Team A scores a point if Team B fails to return the ball. In this sense it is a little different from other games. You always have to know which side has served in order to know whether a point has been scored or whether it is a "side out."

There are a lot of fine points in the game. They are all contained in the rules, and I will not weary you with them. There are rules governing the court and the net. The net should be bound by heavy cord, rope, and a wire cable runs through the top of the net in order that it may be drawn taut.

I should mention the principle of rotation because it is exceedingly important. There are no markings on the floor other than those which I have indicated; however, for purposes of taking positions of players each court is divided into six imaginary areas, three front and three back. When the ball is put into play by the server, each player on each team, with the exception of the server who is in the serving position, must be in his own relative position on the court. This is your right forward, center forward, left forward. Here is your right back, your center back, and here your left back.

When this side which is serving loses its service, the ball then goes to the other side for service, and when the service changes all players rotate one position clockwise so that each time the opposing team is put out and the ball comes to your

side for service every player moves to the next position, and in the course of the game every man plays every position, and that has speeded up the science of the game and the technique of it in a wonderful way. It prevents a team having a man who plays one position, and one position only. It makes them all play all positions. It makes for a more balanced and keener competition than on the old basis where they took their fixed positions.

This is the intensive game I am speaking of. After the ball is put into play, these players move around as they wish, depending upon the play, but no player in the course of the game is ever allowed to interchange his relative position with another player.

Another thing that is quite important in this connection is this, a backline player cannot come to the net and make a kill shot under any circumstances. If because of the nature of the play it is necessary for the backline man to run forward to recover a ball and get it over the net he may do that. He may come up and play the ball over the net, but not by making what we call a kill shot. You see the reason for that again is to maintain the principle which underlies the practice of rotation, namely, that every man shall play his own relative position on the floor. But for this prohibition, a player in the back line position who is a good spiker could come forward and assume a strategic position at the net as soon as the ball is served and remain in this position until his teammates set the ball up for him for a kill shot. According to this principle of rotation every player becomes a server in his proper turn.

Perhaps the most difficult point to administer, certainly to those who are not familiar with the game, is the matter of holding or scooping the ball. A player may use any part of his body above the hips in playing the ball. This means that he may hit the ball with his head, shoulders, elbows or chest, but usually the ball is hit with the hands. Ordinarily, the ball is played by striking it with the open hands simultaneously. A simultaneous double contact is not allowed in the sense that the ball cannot be hit by both the head and the hands or the hands and the chest at the same time.

Although we urge strict adherence to the official rules of the game, certain modifications may be made to suit special conditions. These modifications include placing the net at a lower level; using a larger or a lighter ball; permitting a second service; allowing an assist on the service; permitting an unlimited number of contacts in playing the ball; increasing the number of players; eliminating the principle of rotation, etc., etc.

All that I have discussed relates to the official rules of the game as played by men and boys as these rules are revised annually by the United States Volley Ball Association. While in a general way the game for women and girls is very similar, the actual playing rules are specially adapted to meet the requirements of women and girls; these rules are adopted and administered by the Volley Ball Committee of the Women's Athletic Section of the American Physical Education Association.

An article in the *Official Handbook on Athletic Activities for Women and Girls*, 1932-1933,* which contains the official rules for women and girls, mentioned by Dr. Brown, points out that volley ball is especially good as a community game for the following reasons:

1. It is not too strenuous.

2. It can be enjoyed without waiting to develop a great degree of skill.

3. It can be adapted to large numbers.

4. It can be safely indulged in and enjoyed by girls physically unable to take part in more strenuous sports and games.

5. It offers possibilities for all types and degrees of skills.

6. It can be developed into a highly skillful game.

7. It can be played by all ages.

8. It can be safely indulged in by business and professional women, by the girl and woman not strictly in training. For that reason it can be indulged in late in life. For the tired business and professional woman, for the school teacher, for the girl or woman with the sedentary job, it offers not only exercise and recreation, but an outlet for nervous energy, a chance to relax, a chance really to re-create.

9. For the rapidly growing girl or the girl a trifle under par physically, it is a much safer game than basketball.

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* Spalding's Athletic Library, 115R.

That Blessed Volunteer Worker!

By EDITH G. BREWSTER
Director, Community House
Dover, New Hampshire

IT IS of the blessed type of volunteer worker that we write in response to the question, "Is volunteer service ever desirable?" The question arises, during this period of unemployment, from the need of additional leadership in recreational work.

Within the past five years the number of our volunteers at the Dover Neighborhood House in New Hampshire has grown from a dozen to fifty, serving an increase of from two hundred children and adults to six hundred and fifty, who come each week after school hours and in the evening for clubs of educational and recreational nature. This increase of numbers led to the addition, a year ago, of an airy new room to the simple little old-time house now in the heart of the foreign district with its syringa-arched entrance and attractive lawns, where children of industrial families and of fourteen nationalities gather.

The director and assistant are dependent upon the volunteer group leader who freely and gladly meets these boys and girls so eager for a club, for an hour devoted to the project in hand and an added half hour of story, song or game. The last week in September the children register, choose their clubs and are appointed to their day and hour. It may be for sewing, cooking, music, whittling or whatever interest the age naturally craves.

The leader takes a group of eight or ten children. As the number increases, the group is divided and an added leader is found. Several years ago one frail little lady hesitatingly took a group of six little girls in sewing. Before long it became a group of thirty-five. Several leaders were found for it, and the first leader, stirred by the success of her project, became the superintendent of the department, and with her assistants was able to meet the situation without overweariness. That same group now enrolls some seventy-five little girls. When the leader is chosen, she is appointed to the group for which she is best fitted through her natural abilities and experience. That which she has received through her training, whether it be music, dancing or household arts, she passes on. College girls, for in our case the State University is near, often find practice work here for which they receive points in their courses.

The successful volunteer worker is prompt and carries a sense of responsibility. She is wholeheartedly interested in her work and in each individual child. She acquires a knowledge of the proportions of the work carried on and her own relationship to the whole. She feels the joy of the work, nor does she approach it as a chore that must be done or with the spirit of "why-have-they-hit-on-me?" If absence is necessary, she sends early notification for a substitute, for whether she is there or not, the children are unfailingly there and must be met lest their confidence in the house be shaken. Her absence, though short notice be given, should always be accepted cheerfully and as her right. In fact, that it is always her right should be presented when her help is first requested. That freedom, if her interest is real, will make her a more valuable helper. A list of substitutes should be a part of the system.

There must be a keen watchfulness and upholding of this much needed worker for, strong in one line, she may falter in another. Ideals must be presented, methods suggested, discipline urged, encouragement given and, above all, an easy social relationship with the directors established, and their personal interest assured — that same personal interest that she in turn is to give to her group. To accomplish this frequent meetings of the group leaders are

The recreation executives, at their meeting held in connection with the International Recreation Congress, stressed over and over again the fact that in this period of reduced budgets, as in no former period in the history of the recreation movement, volunteer leadership must be sought out and utilized. Because of the importance and timeliness of this subject, RECREATION will publish a series of articles on the use of volunteers. The first comes from a community worker who has had much experience with volunteers.

most helpful. One can be tucked into the end of even a busy day by making the playtime period of the children under the right leadership an opportunity to furnish demonstration work. A talk by an experienced person may follow on some subject closely allied to the work. After that a social chat and a cup of tea give a pleasant close to the gathering.

From what sources do we get these leaders? The directors must know their community. There are alert high school girls to call upon; there are young wives with fine training of former days to share; there are experienced home makers and dressmakers who have less busy days than they once had, musical people who are glad to give an hour and a half a week. There are quiet home folk, too worn or too timid to go out, who gladly prepare at home materials for the needed project, and office workers with free evenings who are interested in welfare work.

How do we stir their interest? The directors must study their workers. It is only fair that this service asked should be an opportunity to the giver as it is to those who receive. The volunteer worker through this leadership many times finds her eyes opened to her own wider possibilities. She sometimes finds her channel for further study and life work. Many times we have been called upon to write letters of approval for our girls in view of later positions. Again, this service has broken the monotony of humdrum days for other leaders; it has been an outlet for stifled ambitions; it has given a training for private class work at some later time.

We once called on a young married woman whose hands were not too full, asking that she give a half dozen, fifteen minute piano lessons a week. She cited her clubs, bridge engagements and other demands. In spite of various suggestions she continued her refusal, but was left with the thought that time spent in this way brought a joy and satisfaction that many other things lack. Two days later she telephoned a change of mind. For three years she gave her hour and a half a week. She withdrew for a year and then asked to return. She had missed the joy of the work.

The same fine spirit appeals to and lures even the overworked high school girl whose social demands are so great. There are several big-hearted friends who never refuse when doll clothes must be cut out for a sewing class, patterns drawn for a whittling project or sewing cards prepared for the kindergarten. These things are taken for home work with ample time to do them. As for materials, the piece bags of the community offer silks, cottons and woolens; the printers find odds and ends of scrap paper; the paper-hanger furnishes wallpaper samples, and mill ends in cotton are given for the cooks' caps and aprons. We belong to the community and are its responsibility.

Thus through volunteer service the life of the community is enriched. Those who have received are sharing with those who have less, a fact which starts a leveling process. Many little people and also adults come to know the power of organization, and realize the joy of getting together. They find new friends, new ideals and avenues of appeal under stress of circumstances. The community conscience is stirred and the work that is carried on blesses the whole community.

Writing in the Philadelphia *Ledger,* Sarah D. Lowrie, in commenting on the plans developed last summer by Charles H. English for securing volunteers to aid in the work of the Bureau of Recreation, addresses some very pertinent remarks to those who would be volunteers.

"One has to understand children and play, and have the knack of helping without interfering. One has to like the job of 'minding," and be apt as a story teller, and deft as a teacher of little tasks for little fingers. But there are, fortunately for the race, a lot of unemployed men and women and boys and girls who are possessed of this knack of imparting simple knowledge without resorting to too much discipline. There are born caretakers, born playfellows.

"In asking for volunteers to do the work the paid workers were at least appointed to do last year, accent is laid on fitness for the job plus willingness. There is no use, if you do not care much for children, in making a duty of the job without pleasure. No perfunctory workers, no dull-minded watchers need apply. It will not be hot enough and tiresome enough and strenuous enough for the best fitted, without any handicap of unfitness.

"It has got to be a faithful volunteer, too, for the safety as well as the happiness of children will depend on who is there. If you are lazy or are tired or are severe, try another job. Or if you have been a failure with children in your own home, best take the hint and stay away.

"But if you know that you have it in you to make a good job of it and have the time and energy and the impulse, what better school of practice could you ask, or for the matter of that, what better line of public service?"

An Invasion of Youth

By ALFRED E. PARKER
Director of Physical Education
High School, Berkeley, California

OVER in the boys' section of the California Memorial Stadium a mighty roar disturbs the stillness of the afternoon, a roar backed by a dynamo of ten thousand strong, youthful throats. It is a signal that the California Varsity football squad is coming. And sure enough, as the roar reaches its height, the "Golden Bears" romp onto the field! And at every football game in the California stadium (except at reserved seat games) this roar is heard because the boys' section is just opposite the north tunnel, commanding the first view of the "Bears" as they run onto the field.

The boys' section came into being as the solution of a problem with which universities all over the United States have battled. In previous years hundreds of boys stormed the fences around the California Stadium, and officials and policemen found that trying to keep back this army was like trying to stop a herd of stampeding cattle; it could not be done! But the problem has been successfully solved in Berkeley under the leadership of Harry H. Stoops, a recreation and boys' leader, by the provision of a free section in the stadium for all boys fourteen years of age and under. Boys from any locality in the state are admitted, and on the first Saturday fully ten thousand boys sit in the free section, coming from as far away as Sacramento, ninety miles from Berkeley. The average attendance for each game has been about eight thousand boys.

The boys' section had its beginning in the days of the California Wonder teams, back when the famous "Brick" Muller was playing for the "Bears." Harry Stoops was then one of the crowd of seventy-five boys who waited to gain entrance to the game. At the end of the third quarter the crowd was admitted to the stands. An officer usually sat near them with a menacing look upon his face and a large club in his hand, tempting anyone to try to leave his seat.

Upon the completion of the new stadium the number of boys increased to about 300. They were seated in a small section which was surrounded by rope and guarded by numerous policemen. Those other youngsters who did not like the idea of seeing a football game from this enclosure caused considerable trouble for the gatemen and fence guards around the stadium. This situation proved to be quite a troublesome problem to the management.

Three years ago Mr. Stoops, then a student at the University of California, was given complete charge of the section and a new solution to the problem was formulated. The method of handling the boys' section was changed. All ropes and policemen were removed. The section was made larger and moved closer to the other spectators. The boys were invited to attend the games either in groups or individually. The section was to be theirs and they were the ones to enjoy it. If they were not interested

in seeing the football games, then their presence was not wanted. Publicity was circulated concerning the new undertaking, and soon the crowds increased a thousand per cent. An admission card was formulated and 10,000 of these were printed and ready for distribution.

Contacts were made with recreation departments in and around Berkeley, and playground directors brought groups of fifty to one hundred and fifty boys to each of the games. Other boy organizations were invited to attend, Boy Scouts, Y.M.C.A.'s, Junior Traffic Police, schools, church groups and boys' clubs being the most important groups. An attempt was made to see that the underprivileged boy was given a chance to see these games. Groups from the deaf, dumb and blind schools, orphanages and other institutions attended in large numbers. Each boy was required to have an admission card and must come with some group under the guidance of a leader, if possible. Each group leader was responsible for his group from the time he entered the gate until the game was over. In this way the problem of discipline was localized within the small units. Attendance from the playgrounds was the greatest in numbers for any one organization. In 1931 the Oakland Recreation Department had an average of one to two thousand per game, while the Berkeley Recreation Department from its twenty-six playgrounds had an average attendance per game of two thousand to the stadium. Other recreation

departments to send organized groups were Richmond, San Francisco, San Leandro and Alameda.

In addition to the leader who accompanied each group, a club of twenty boys of high school age aided the director of the section in handling the attendance. These boys were experienced in the tricks of the game, having attended games themselves in the past. They were interested in their work and took a real pride in giving their best. They served as gatemen, ushers and attendants, and performed any other duty necessary to the welfare of the organization. They were paid for their work.

Special groups came on special days and were given the choice seats of the section. These groups included Junior Traffic Police, Y. M. C. A. and playground groups. Yell leaders were chosen and emblems and megaphones provided as an additional means of making the boys' section more interesting to the young football fans. Yells and stunts were practised until this energy, which had at one time caused trouble, was put to good use.

The cost of this complimentary recreational feature amounted to about $300 per year. This included the salaries of the director and his assistants, the printing of the 10,000 cards, the mimeographing of the announcements, and the postage for mailing the announcements and cards.

The question is immediately asked: why should the University of California enter into such an activity? Why should it spend $300 a year to make it possible to allow forty thousand boys to see football games free of charge?

There are a number of reasons. First of all, the boys' section has solved the problems invariably accompanying the efforts of small boys to see the games—problems involving interference with the public who have paid admission, and the disappearance of any articles misplaced by spectators—for small boys are notoriously ardent sonvenir collectors!

Moreover, the forty thousand boys who saw six or seven games were, the University found, the best and cheapest advertisement for the entire football season. They were messengers of good will from the University to their homes and friends. They interested their parents so much that Dad and Mother came to see where Sonny was spending his Saturday afternoons. Forty thousand future football fans were being taught to like the game, thereby creating a desire to see future contests. Californians were being created through the splendid music and yells which became a part of this young army. Having seen the football players, the band and the huge cheering section, they, too, wanted some days to belong to one of these organizations. Finally, future material for football teams was being developed by allowing teams of small boys to play between the halves of the Freshman and Varsity games.

This plan which California has so graciously adopted has solved many problems and has contributed much in those free afternoons of entertainment for thousands of boys. It is a plan that many other universities can well afford to adopt as a complimentary recreational afternoon for boys.

"Obviously not everyone can participate in active play and so enjoy an outlet for what is sometimes called excess energy, but what is in reality incompletely utilized aggression. Not everyone can be a ball player, a champion skater or swimmer, an automobile racer, an aviator or a movie star. What is to be done about it?

"Fortunately, these outlets can be obtained vicariously through the mental mechanism known as *identification.* This is one of the most important mechanisms utilized in the training of the child and in the mental life of the adult. It appears everywhere. The child identifies with the parent, be it for good or for evil. The adolescent identifies with his ideal and so takes on the characteristics of the ideal, through imitation. The reader of a novel identifies with the characters in the novel and so may escape temporarily the drab realities of life. In like manner we identify with the characters of the play or movie we are witnessing.

"And so through the process of identification, the spectators of athletic contests derive an outlet for their aggressive impulses *as if* they were the players themselves. Witness a hundred thousand people rising breathless as one man during the execution of a brilliant end-run or forward pass! . . . . The great safety outlet for unutilized aggression has always been in the play and sports of the people, from the Olympic games of Greece, from the arena of the Romans, down through the Knightly tournaments of the Middle Ages to the modern athletic contest. Those who cannot actually participate derive a vicarious outlet through identification with the participants."—*Arthur R. Timme, A.B., M.D.,* Psychiatrist, Los Angeles Public Schools.

The Christmas Tree—A Beloved Traditio n

By MARIE F. HEISLEY
Forest Service
United States Department of Agriculture

For the origin of the Christmas tree tradition we go back many centuries.

THE ORIGIN of the Christmas tree is lost in the maze of antiquity. The ancient Egyptians decked their houses at the time of the winter solstice with date palm, the symbol of life triumphant over death. Later the Romans, celebrating their feast of Saturn in the midwinter, raised aloft a conifer as a sign of joy. Some think this custom was carried by the Romans to the various peoples they conquered.

The Christmas tree idea has also been ascribed to Scandinavian origin. It has been connected with Ygdrasil, the great ash tree of Norse mythology. The roots and branches of Ygdrasil, the world tree, or the tree of time as it is sometimes called, bound together the earth, the heavens, and the lower regions. According to another Scandinavian legend the Christmas tree owes its beginnings to the service-tree which sprang from soil that had been drenched by the blood of two lovers foully murdered. During the Christmas season flaming lights sprang mysteriously from its branches at night. The practice of illuminating the Christmas tree might be traced to this tradition. Lights were (and still are) a feature of the Jewish Feast of Chanuca, or Lights. Christmas is known as the Feast of Lights among the Greeks.

A charming legend of Anglo-Saxon origin credits the Christmas tree to St. Winfrid, or St. Boniface, as he is usually called. In the midst of a crowd of converts the good Saint hewed down a giant oak which had been an object of worship by the Druids. As the bright blade of the ax circled above his head and the flakes of wood flew from the deepening cut in the tree, a whirling wind passed over the forest. It tore the oak from its foundation. The tree fell backward, groaning as it split apart in four huge pieces. Just behind it and unharmed by the fall, stood a young fir tree, its green spire pointing towards the stars. Winfrid dropped the ax and turned to speak to his people:

"This little tree, the young child of the forest, shall be your holy tree tonight. It is the wood of peace, for your houses are built of its fir. It is the sign of endless life, for its leaves are evergreen. See how it points upward to heaven. Let this be called the tree of the Christ-child. Gather around it. It will shelter no deeds of blood, but loving gifts and rites of kindness."

Be its origin what it may, the Christmas tree has come down to us a beautiful symbol of happiness and family ties. It is as beloved by "grown-ups" as by children. Whether or not it is to con-

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The Lighted School House

"Go to your lighted school house," Milwaukee urges its citizens. "Play-Study-Create."

Milwaukee's lighted school houses make leisure tim show profits in terms of health, knowledge, happines

On September 19th the social centers conducted by the Extension Department, Milwaukee Public Schools, were once more opened to the public with classes, clubs and activities covering a wide variety of subjects.

Classes

Applied arts
Beauty culture
Dressmaking
Furniture making
Home care of sick
Lip reading
Knitting and crocheting
Lamp shade
Miniature aircraft—
Construction and Flying
Patchwork, quilts
Preparation and serving of food
Remodeling of worn garments
Leather tooling
Metal work
Needlework
Plaque work
Reed furniture weaving
Rug making
Sewing
Textile painting

Athletic and Game Activities

Gymnasium classes for men and women
Basketball, volley ball, indoor ball for men and women
Boxing, active games, billiards, table games, checker clubs, chess clubs
(Instruction given in beginner's and advanced chess.)

Literary Organizations

Citizenship classes
Debating clubs
English for foreign born
Public speaking
Parliamentary law classes

Music Organizations

Bands, orchestras, mandolin clubs, ukulele clubs, harmonica bands, singing clubs, minstrel troupes, voice placement classes.

Dramatic Clubs

Play reading, play production, voice placement, costume designing, stage setting and scenery
(Drama clubs will conduct practical work shop Their plays will be presented on the Little Theatr Nights at the different social centers.)

Dancing Classes

Tap dancing, interpretive dancing, folk dancing, ball room dancing

Civic and Social Organizations

Parent-Teacher Associations
Civic clubs
Parent training classes
Women's Neighborhood clubs
Men's community clubs
Social clubs
Married people's social clubs
Girl Scouts
Boy Scouts

Special Community Features

Lectures, recitals, entertainments, motion pictures
Saturday evening dances
Saturday children's entertainments

Reading Rooms and Library Stations

The daily papers are on file in each social center. splendid list of the most popular magazines is r ceived regularly. Five social centers are Milwauke Public Library Stations.

Developing Community Center Loyalty

Courtesy San Francisco Recreation Commission

Not a new problem, but one which confronts every community center director who is working to develop values which will be lasting.

By JACOB W. FELDMAN
Director, Central Avenue Community Center
Newark, New Jersey

FOR A community center to develop to its highest point of effectiveness and to be of the greatest service to the community, it must develop a community consciousness and love for the center in the individuals and in the clubs that use it. The community center must make the clubs and their individual members feel that they are an integral part of the whole center; that they have a voice in the projects; that its honor and reputation are in their keeping.

When the Central Avenue Community Center conducted by the Department of Recreation, Board of Education, Newark, New Jersey, was opened, the staff decided that one of its main objectives would be the developing of such a community spirit. With this in mind certain definite projects were planned, the completion of one project naturally leading to others. Some of these projects have been small, but the cumulative effect has been very great, and a majority of the individuals and clubs of the center have obtained that feeling of love and loyalty which helps to make a successful community center. While this article is being written, two months before the center opens its winter activities, thirty-two clubs have come in to make arrangements to conduct their respective programs for the coming season. Their reason for applying so early is that they want to be sure to get into the center. Last season there were seventy-six organized groups meeting here.

Developing Community Spirit

How have these results been accomplished? Many of the steps taken in developing the community spirit which exists among the people of the neighborhood have presented themselves as the program has developed.

One of the first difficulties we encountered at our center was that a child, asked to do

something, would immediately say, "What do I get out of it?" The answer was, "Nothing; it is for the center." Children were made to understand that they were free to refuse to do the things asked of them, but that if they did do them it was because they wanted to help the center. At first there were a great many refusals, but as the children saw the ideal back of our requests the refusals became less and less frequent, and at the present time we have very few. When a child did something for the center we made it a point to always thank him. One of the things that helped to overcome the "what-do-I-get" attitude was that we created some interesting jobs and made it appear that it was a privilege to do them.

One of these jobs is the mimeographing and assembling of a monthly magazine consisting of from twelve to eighteen pages and from 250 to 300 copies. To issue this magazine requires considerable manual labor, all of it supplied by the children of the playground. It takes six children five afternoons to mimeograph an issue, and from twelve to fourteen children four hours to count and collate an issue. Of course there are different children working at different times, but we have yet to hear a child say, "What do I get out of it?"

In planning your community center program you will find many helpful suggestions for facilities, program planning and administration in the "Conduct of Community Centers," the guide published by the N. R. A. Price $.25.

During the season of 1930-31 we found we needed certain types of equipment such as benches, table tops, horses and baseball bases. When the manual training shop opened in the summer of 1931 we called the boys together and explained to them how the equipment would help us in making the center a better place to come to and of greater service to the neighborhood. No one would be required to work on the center projects, we told them, but if they did work on them it would be because they wanted to and willing to help the center. The response from the boys was splendid. They made all the equipment we had planned for and displayed a fine spirit in doing it. As we use the equipment we sometimes hear a boy say with pride, "I helped to build that!"

The equipment made in the shop included one box hockey box; one ping pong table; twenty-four ping pong paddles; four flat table tops, three by eight feet; eight large horses; thirty-six small horses on which to place kindergarten tables; three sets of baseball bases; one baseball pitching standard; twelve paddle tennis paddles, and one jack stone board. During the winter of 1932 we made a flower garden in front of the school for which we needed some equipment. This was made in the summer shop of 1932. The boys displayed the same fine spirit that they had shown the previous summer and made thirty dahlia sticks, eight large trellises and some bird houses. They also made a large bulletin board and a set of baseball bases.

During the season we have a number of functions in the auditorium of the center. The first was very noisy so we started to appoint different clubs to act as ushers at these affairs. The clubs all like the honor of being ushers, and the behavior of the audience has shown a marked improvement.

Because the center's staff is limited in number it was necessary to let the different clubs meet without continuous adult supervision. The problem of taking care of the facilities which the different clubs used was a very serious one. There were two methods possible: one was to try to police the building, the other was to place the responsibility of protecting the property directly upon the clubs themselves. We adopted the latter method. All clubs must leave the facilities that they use in the same condition that they found them. If anything is missing or broken the club is held responsible. The clubs have responded remarkably well to this responsibility and it has done as much as any one thing to create the spirit we were working for. In the two seasons the center has been open no material damage has been done to the building or any room in it. Each group has been made to feel that whatever it does will effect not only itself but every other group that meets in the center. We have only one rule of conduct, to act like ladies and gentlemen. It is interesting to see old members tell newcomers now what they can and cannot do.

A severe test of the effectiveness of this system was made last Christmas. Every class-

oom had a decorated Christmas tree with its limsy and breakable Christmas decorations. The staff debated as to whether or not it would e advisable to call off all meetings until the rees were removed. We finally decided to let he clubs meet and test the effectiveness of our ystem. It worked! Nothing was disturbed n any of the rooms and only one ornament ell down and broke. I do not want you to get he impression that nothing ever goes wrong n the meeting rooms. Things *do* happen. Every now and then some magazine or a book will disappear. Then the club has to replace he missing article; we do not try to fix individual responsibility.

To help develop community spirit we have planned activities that would draw participants from all the clubs of the center. The first activity of this type was the monthly magazine, *The Centralia*. The editorial staff was selected from the different clubs. Each club appoints a reporter. The editorial and reportorial staffs meet twice a month. *The Centralia* has been a great aid in developing community spirit. This magazine has become so great a part of the community life that the members look forward to each issue and some of them have a complete file of all issues.

We were able to arrange for periods at the city swimming pool for boys and girls. This has done much to develop a spirit of comradeship among the members of the different clubs. Last year various clubs ran social dances on Saturday night at which a small admission fee was charged. The people who came to these dances were neighborhood folks. Clubs, too, would attend. The behavior was excellent. During the season it was necessary to ask only two men to leave the floor. The club that was running the dance had complete charge and the members worked hard to make it a success.

The clubs at the center have made great progress in dramatics, so much so that next year we shall have a drama festival. This year several clubs arranged programs of one-act plays to which they invited other clubs. This not only creates a friendly feeling among the clubs but it acts as an incentive to the other clubs to do something in drama. The reason that we have been so successful in getting our clubs interested in dramatic productions is that when we started we were fortunate enough to have a really serious drama group join our center. The first thing this club did was to build a complete set of scenery. Since most of the members worked during the day and a number of them attended night school, it was necessary for them to build this set on Sunday. It required three Sundays to build and paint the set. They did such a fine piece of work that after two years of constant use the set shows very little depreciation.

Our clubs are always having parties. As we did not have a tablecloth and food had to be served on a bare table, we asked the girls' clubs to make a tablecloth, napkins, dish towels and pot holders. They made a complete set out of unbleached muslin with the center's initials on them. A group using the set launders it so that it will be ready for the next group. This has done much to develop a spirit of co-operation among the clubs and a feeling of belonging to the center.

When the center opened there was an unfriendly feeling between the Italians and the colored people in our district. Our program has done a great deal to break this down. An example occurred when the Douglas Debating Society, a colored group, wanted music at one of its debates. As there was no colored orchestra rehearsing at the center at that time, we asked the Casino Club Orchestra, composed of Italian young men, to play. They consented to give their services free of charge for the program and also played for the dance which followed.

Joint activities drawing from all the clubs have been very helpful in creating a good spirit. The Home Nursing and Hygiene Society, a colored group, arranged for a series of health lectures to which they invited all the clubs. There were five lectures and all were well attended by both white and colored members. The chorus of fifty voices and the symphony orchestra of forty pieces draw members from all the clubs of the center. These organizations have done much in developing the community spirit and in enriching the cultural life of our community.

Dancing plays a large part in the social life of our members. Finding that a large number of our boys did not know how to dance we organized a dancing class open to any one that

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If it is not to be "just another dance" careful planning ahead is an essential.

Dancing in the Social Recreation Program

By H. D. EDGREN

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THE NEED for leadership in the conduct of the social dance has become just as real as the need for leadership in the game program. This is especially true if the committee is concerned with the total outcomes of a given dance program. All too often committees are content with supplying the hall and furnishing an orchestra, feeling that their job is then complete. Can we stop there if we ask ourselves questions of this type?

(1) What are the objectives of this dance and what are we going to do to help realize them? (2) What about the bashful boy and modest girl coming to our party? (3) What about the poor dancer who hesitates to exchange dances with a good dancer? (4) Are we going to give the good dancer a chance to become more tolerant and friendly to someone else who may not dance so well? (5) Are we going to finish the program with folks more friendly, more sociable, more loyal to the group, or shall it have been "just another dance"? (6) Are we going to be concerned about the formation of cliques? (7) Are we going to be concerned lest a young man or girl get "stuck" with a single partner for the entire evening? (8) Finally, shall it be a *social* dance or an *individual* dance with the same couples dancing together most of the evening?

Planning and Conducting the Program

The master of ceremonies chosen to lead a social dance program should study and anticipate the particular needs of the guests. The following considerations enter into his planning: Are the people who are coming acquainted with one another? Will they come in couples? Will there be more of one sex than the other? Will there be accommodations for people to be seated for entertainment?

A well rounded dance program consists of three types of numbers—individual (dance); group; (singing, relays and similar activities); entertainment (solos, duets and comedy numbers).

On the master of ceremonies depends the success of any mixer type of program. He should have a pleasing personality, a sense of humor, a good voice loud enough to be heard but not too sharp or autocratic, and he must be enthusiastic and cheerful but clear and concise in giving directions.

Experience has shown that the following points id the leader in making a program successful:

. Do not talk down the noise; wait until all are quiet. Have assistants in the audience to aid at this point.

. Know exactly what you want the crowd to do; give demonstration if necessary. Do not start until all are ready.

. Change a dance when it is at the height of its success.

. Move about in audience and be alert to needs of your group.

. Make sure that you have been properly introduced so that the crowd recognizes you every time you appear.

. When announcing orchestra or entertainment numbers give brief but dignified introduction to all performers.

Every dance presents a little different problem. The number of mixers desired will depend on the objectives of the committee, the degree to which ne group is acquainted, the size of the group, and ne available space. For example, if an organiation is desirous only of providing a floor and nusic to a group of couples who wish to pick heir own partners for each dance, it is very apparent that mixers would have little place at such dance. If an organization is desirous of socializing a given number of girls and boys, of deeloping wholesome friendships, of developing oyalties to an organization, of making strangers eel welcome, then mixers and social stunts certainly do have a definite place as part of this ind of a dance program.

The Program

The following figures, formations and stunts nay be suggestive in providing a means of changng partners and adding to the social outcomes of given dance:

1. *Grand March.* This is often used as a neans of starting the program. Have all the men ine up one side of the hall and girls on the other. The two lines march to one end to form couples (the girl taking the man's arm), and march down he center. At the far end of he hall alternate couples, countermarch left and right nd march to end to form four's. This is continued ntil all have partners and hen the dancing begins. If desired more intricate figures may be formed.

2. *Circle Mixer (Paul Jones).* Players form a double circle, girls inside, men outside. When the music begins, both circles march clockwise. At a given signal, such as the sound of a whistle, a chord or dischord on the piano, or the like, the men about face and march in the opposite direction. The girls continue in the original direction. At a second signal both circles stop marching and each man takes the girl opposite him as a partner for a short dance. If there are more men than girls, the extra men remain in the center of the floor. If there are extra girls, the girls remain in the center. When a signal is given for the dancing to stop, couples form a double circle and repeat the above. The extra men or girls remain in the circle until the signal for the men to about face. At this time they join the circle of men marching counter clockwise and try their luck securing a partner.

There are a number of variations of the circle mixer.

(a) Change about and have the girls about face and do the hunting for a partner.

(b) Instead of marching by couples have each circle join hands facing inward and skip to the right. On whistle one designated line skips in the other direction and partners are formed when a second signal is given.

(c) Introduce grand right and left. The men and girls march in circle formation in couples with the men on the girls' right. When the first signal is given each man about faces, takes his partner's right hand in his right hand and then marches in the other direction in grapevine fashion left hand to next girl, then right hand, etc. When signal is given he dances with girl he is about to meet.

3. *Number Dance.* Numbers are given to each girl and man when they enter the hall. For this dance the men must find the girl with corresponding number. A number of variations may be used.

(a) Have odd numbers dance with any other odd number. No. 1 may dance with Numbers 3, 5, 7, etc., and even numbers may dance with even numbers.

(b) Opposite dance together; odd with even numbers and vice versa.

(c) Have groups of numbers dance together. Anyone

At many community centers this winter dancing will be a feature of the program. There are many questions to be answered if the dance is to be a genuinely social affair and a real contribution to the program. Mr. Edgren offers a number of practical suggestions.

having a number between 1-8 may dance with anyone within that group.

4. *Name Dance.* When the number is not large and the group is acquainted, the girls may draw names for partners.

5. *Robbers' Dance.* As the name implies, extra men or girls are allowed to cut in and take a partner at any time during this dance. Enjoyment is added to the dance if some article is given to the person robbed of a partner. These articles may be a lemon, scarecrow, an old broom dressed as a lady, a baby carriage, manikin doll, or tailor dummy. A forfeit may be exacted from anyone having the article when the dance stops.

6. *Hungarian Roundel.* Simple folk dances may be taught to a new group in a single evening. In this dance the group forms a large circle holding hands, alternating girl with man and facing inward. On signal the entire group skips eight steps to the right, eight steps to the left, four steps to the center, four steps back, four steps to the center and four steps back; repeat eight right and left and then girls go counter clockwise and men clockwise. Grand right and left (as explained in mixer No. 3), right hand to partner, left hand to neighbor, etc. On second signal man begins to dance with partner opposite him.

7. *Back to Back.* The men line up on one side of the hall and the girls on the other side, facing outward away from the center. On a given signal both groups walk slowly backwards until the lines meet, when they take partners and dance.

8. *Mass Mixer.* The men are asked to form a huddle in the center of the floor. The girls join hands and form a circle outside of the men. They skip, slide, step or march until a signal is given when each girl rushes to the center to select a partner for the next dance. Men and girls may be reversed here for variation.

9. *Everyone Change.* On a signal from the orchestra or the master of ceremonies everyone must find new partners. A variation of this is to place a large broom in the center of the floor. All eyes are on this broom, for it is announced that anyone with a partner may at any time go and step on this broom, lift the handle and let it snap on the floor. This is a signal for all to change.

10. *Quick Reactions.* In a smaller group where players are somewhat acquainted, stunts may be added and used as a means of finding partners. The man cutting in on a couple taps the man and proceeds to try to confuse him by naming a part of himself and taking hold of some other part, e.g. "This is my nose," as he takes hold of his ear. The man opposite him should then repeat the exact opposite and say, "This is my ear," as he takes hold of his nose. If successful, the man continues to dance with his original partner. Otherwise he must give up his partner to the other man.

11. *Double the Number.* Everyone joins hands and forms a large circle around the hall. A single couple dances a short dance. As the music stops, each of them must select new partners. This continues until all are chosen, the number on the floor doubling with each new dance.

12. *Introductions.* One of the difficulties in tag dances is the unfriendly spirit which sometimes develops when the partners are taken away. In this number the tagger introduces himself when he tags a couple. He says, "My name is Jones." The man tagged introduces himself, then his partner, and leaves her to his new acquaintance.

13. *Find Your Wrap.** (For Small Groups.) The men go into the coatroom, choose a girl's wrap or hat, put it on and return. The girl is asked to find the man wearing her garment and to dance with him.

14. *Pick Your Foot.** All the girls go up on a platform and poke one foot under the curtain. The men line up on the other side. Each chooses a foot and dances with the girl whose foot he has chosen.

Intermission. This is to give the orchestra a rest, but the crowd is usually willing to be active and a splendid opportunity is offered for introducing a different activity. Entertainment in the form of a program number will allow the players to relax and enjoy watching a performance of some kind. Many groups enjoy a good "sing" standing around the piano. This type of activity keeps the group together and allows group participation in a common activity.

NOTE: All readers of RECREATION interested in social recreation will want to secure a copy of "Recreational Games and Programs" published by the N. R. A. Price $.50.

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* Margaret Busteed, April, 1932. *Woman's Home Companion.* New York.

Camping on a Housetop

By Dr. Philip L. Seman
General Director
Jewish Peoples Institute, Chicago

Stay-at-home-camps—a new and important development in the recreation program.

President Hoover's White House Conference on Child Health and Protection is responsible for the statement that in the year 1930 here were over eight million people who took dvantage of camp life, three million of them hildren in organized camps. This statement, indicating that about fifteen per cent of the total opulation of the United States enjoyed camping acilities, is encouraging in view of the fact that t is only fifty years ago that Ernest Balch established a camp for boys on Lake Asquam in New Hampshire, and that camping as such was ardly known prior to that period. We nevertheless hope that the time is not far distant when veryone in America may have the opportunity f spending at least a few weeks of every summer iving an open-air life.

Even two weeks at camp will in time pay dividends to society, for it takes the boy and girl away from the hustle and bustle of superficial city life that so often tends to kill the best that is in young people, and gives them a chance to taste the simple life of their sturdy forefathers. It provides for them a complete change of scenery, gives them new things to do and to think about, bringing new friends, new experiences and new obligations to them all, and making each camper more self-reliant. It gives the camper the much needed opportunity to express his savagery without getting into jail! Just to be free, to run, to climb, to swim, shout and to yell! No traffic rules, no policeman, no nervous school teachers, no fussy fineries—just an opportunity to live! To feel and breathe the freedom of the open air and to live the natural life is a wonderful privilege. It also offers a first-hand contact with nature along with

an opportunity to investigate her mysteries, to chase butterflies, to collect odd bugs, stones and flowers, to peep into birds' nests, to listen to strange woodland sounds, and to watch the simple folk of the wild at play. Where else can one have such an opportunity for real adventure?

There are a number of camps in all large communities that provide free or almost free camping privileges to the youngsters of families of a low economic status, but there are entirely too few even to touch the problem. This has been particularly so during the last three summers.

The Jewish People's Institute of Chicago, one of the largest community centers in the United States, recognizing this problem, has thought in terms of providing facilities in order that the child who could not attend a camp might have at least some of the advantages of camp life through the establishment of a day camp on its spacious roof garden, a place large enough to take care of three hundred children between the ages of five and fifteen. The camp, which began functioning on the 20th of June and continued until the Friday before the opening of the public schools, early in September, was patterned after outdoor camps in so far as the activities, organization and management were concerned.

The day camp stimulates cooperative work and play, developes the boy and girl physically, gives him individual guidance and attention and encourages whatever talents the youth possessed. The day camp is not a nursery school by another name nor is it a playground. It offers a full day's activity, beginning with nine in the morning and ending with four o'clock in each afternoon.

The 317 children registered were divided into various groups consisting of handicraft groups, manual training classes, dramatic classes, folk dancing groups and musical classes. Each group was provided with a home counsellor who met with it from nine to ten o'clock. At ten the groups rotated. For example, the seven to eight and a half year old group met with their music counsellor from nine to ten. At ten, the boys went to the manual training class and the girls to the sewing group. At eleven, the boys and girls met with their drama counsellor; at twelve, they went back to their home counsellor for their lunch period. (The campers brought their lunches or purchased them for a small sum.) During the lunch period the counsellors took advantage of the opportunity of getting more intimately acquainted with the children. From one to two o'clock the children enjoyed a library hour, and from three to four they met with their expression counsellor. At four, the group returned to their home counsellor. Before dismissal the campers were all given directions and instructions for the following day. This was the regular procedure with the exception of Thursday when the entire day camp visited places of educational interest, and of Friday morning when much of the time was devoted to outdoor athletic games, including swimming. They returned for lunch and a rest, and in the afternoon the girls who were old enough were organized into Girl Scout patrols, while the others went to the park for nature study.

Special notice was taken of youngsters who had food difficulties or who presented behavior problems. These, and children who failed to make social adjustments, were given careful attention.

It is infinitely more difficult to conduct a day camp from the point of view of leadership than it is in the regular camp of two weeks or a longer period. This is due to the fact that the space is

The day camp provides activities for children of all ages. Careful attention is given the younger groups.

so confined and the counsellors are practically with their campers during the entire period when the day camp is functioning. For that reason every member of the staff is chosen for his ability to fit into the program and for his understanding and tolerance. There must be inspiration and idealism reflected in the activities of the counsellors. The members of the staff are given a careful examination in the duties and responsibilities that make up their particular tasks. They all realize that the child's mind is very plastic and that whatever impressions are made will in all probability be carried through the major part of the camper's growing years, and, perhaps, through his life's experience.

A variation of the stay-at-home camp idea is day camping, which involves taking the children in groups to public parks, woods or privately owned estates which are within easy access. Very often the day camp site is a gift or a loan to the local organization conducting the program. The camp site should provide facilities for program, protection from the elements, good drainage, ample sun and shade, a pure water supply, plenty of fuel, and if possible facilities for swimming.

The materials used for the craft work are purchased in large quantities and sold to the campers at cost price. The articles made, therefore, are their own property, and after exhibiting them in connection with the closing of the day camp they may take the objects home with them.

The technique of registration was as follows: The registration was handled through the information desk on the main floor, and a record was made of the name, age, address, telephone number of the camper, the mother's name, the father's name and occupation, and the person by whom the child was referred. This information was kept on file. The registrar prepared a yellow card which was presented to the camper who, in turn, presented it to the day camp physician. The physician gave the camper a thorough examination; the record of the camper's health, together with the membership card, was sent to the supervisor of the camp. Part of the camper's record was kept by the supervisor and the other part was turned over to the camper with the request that it be presented to the parent.

The day camp was located on the roof garden of the Jewish People's Institute, four stories above the ground and out in the open, away from the dirt and grime of the streets. It seemed as though the campers, as well as their counsellors, had direct communion with Nature, despite the fact that they were so far away from the real soil. Umbrellas were used to shelter the campers from too much exposure to the sun. On exceedingly hot days the campers were provided with the roof garden sprinkler. This sprinkler made it a great occasion, and regardless of the heat the campers faithfully came to report to their counsellors, for this shower from the hose was refreshing even in anticipation.

And now a word about some of the activities.

Because the day camp youngsters were happy, dancing represented a popular part of their program. In contrast, the formal method was also used with strong emphasis on technique and ballet work. Camp dancing is free and represents spontaneous action. When folk dancing was taught the campers were told of the history of the country typified by the dance, the customs and the habits of the people represented by that country.

Due to the extreme youth of the campers there was a distinct necessity for informal play. It surprised many of us what a wealth of knowledge these youngsters had stored away which came to the fore quite naturally during the informal play period.

The handicraft work was very credible. The boys worked on a model village as a project. Houses were made of cigar boxes; grass was made from green crepe paper; a lake was created from silver paper and glass; trees were contributed by the girls' handicraft class. The entire village was wired; little electric globes were inserted in the houses and depot, and the whole project was much admired by those who saw it on the evening of the day camp exhibition.

In their music program the campers were taught the history, trials and tribulations of the Jewish people throughout the ages. All of the campers came from Jewish homes. It was amazing to note the number of splendid songs these campers learned. Songs with a very distinct national background were taught, some of them hundreds of years old. Many of these same songs were heard and sung by the great, great grandmothers and grandfathers of these campers. The children hummed and sang the various Jewish folk songs during their sewing period, library period and sometimes during their rest hour.

Because children love to act and *do* act continually, dramatics offered a splendid opportunity

(Continued on page 405)

World at Play

Courtesy "Parks and Recreation"

Why leave home to go fishing? If you are a Salt Lake City angler, you don't!

Fishing on the Playground

THE unusual experience of fishing in a large residential area has fallen to the lot of children of Salt Lake City due to the activity of Commissioner of Parks, Harry L. Finch, assisted by the State Fish and Game Commission and the Salt Lake City Fish and Game Association. Arrangements have been made for the continual stocking and restocking of spring-fed lakes in Fairmount Park. Here every day hundreds of youthful anglers fish to their heart's content and catch not a few of the mountain trout with which the lakes have been stocked.

Band Concerts in Detroit

"DETROIT'S beloved band concerts," states the *Detroit News* of July 31st, "have triumphed over the city's financial situation because the musicians themselves refused to put money above the happiness of their listeners." For the first time in thirty-five years there were to be no concerts this summer for a city appropriation was out of the question. Then Mr. Herman W. Schneman, who for twenty-four years had conducted the city's concerts and who is president of the Detroit Federation of Musicians, conceived the plan of using the Federation's emergency relief funds for paying the musicians and thus insuring the concerts. The city gladly accepted the offer, and concerts were given three times a week from August 4th until after Labor Day. Through this plan unemployed musicians were aided and the citizens of Detroit enjoyed their usual concerts.

Achieving the Million Mark

THE million mark in attendance at recreation facilities and events has been reached, according to the annual report of the Berkeley, California, Recreation Department recently issued. And this record, the report points out, may be attributed to leadership and public support. "The million mark attendance has been reached with corresponding decrease in the cost of supervision," states the report. "It is a significant fact that the entire recreational and park activities in parks, playgrounds

nd school grounds cost each person in Berkley approximately one-third of a cent per day. An institution for the housing and supervision of three hundred delinquent boys could not be operated for the total cost of all the recreational and park activities in Berkeley. It now costs Berkeley ten cents for each of the million enjoying the activities of the recreation program."

Potato Week on the Playgrounds.—There are weeks of all kinds, but Potato Week as developed on the playgrounds of Hamilton, Canada, is perhaps the newest and most timely. The purpose of the project, conducted in cooperation with the Civic Canning Kitchen, was to add to the stock of vegetables being collected by the kitchen for the unemployed. Each playground devised its own method for "doing its bit." From one playground an army of young collectors went about with small wagons in a house to house canvass. For others there were baseball games and entertainments of various kinds with potatoes as entry fees. The price of admission to one playground circus was two potatoes. There was keen rivalry between the various playgrounds to see which could make the largest contribution. The donations were taken to relief stations in trucks.

San Francisco's Play Day for Girls.—On September 24th girls from twenty-three playgrounds of San Francisco took part in a Play Day at Funston Playground. The program, preceded by a parade, included basketball and volley ball games 10:45 A.M.—12:20 P.M.; luncheon 12:20 P.M.—1:30 P.M.; exhibition basketball games by leaders' group and baseball from 1:30 to 3:00 P.M. A trophy was awarded by the Recreation Commission in charge of the event to the playground receiving the greatest number of points. Points were given on the following basis: Parade four points (greatest number entered, 1, neatness, 1, unity of costume, 1, marching, 1); basketball—winner two points; volley ball, two points; baseball, 2 points.

Volunteers and Depression Problems.—Last summer the Houston, Texas, Recreation Commission was able to operate sixteen playgrounds because of the splendid spirit of the playground workers in volunteering their services when a drastic retrenchment of program was put into operation.

At the beginning of last summer, because of the financial situation, it looked as though it would be impossible to provide leadership for the playgrounds in Chattanooga, Tennessee. A committee of citizens was organized and some favorable public opinions created. Though this committee was not successful in securing additional funds for the municipal playgrounds, it did work out a plan for providing volunteer service and helped to organize and supervise much of the adult recreation. Commissioner Cash of the Department of Utilities, Grounds and Buildings, in charge of playgrounds, presented the facts regarding the financial situation to all the employees of the department as well as to the playground workers. All employees, including the Commissioner himself, agreed to donate one week's salary for the purpose of employing playground workers. The playground workers on their part agreed to work for about fifty per cent less than many of them had been receiving. This cooperative plan made possible the city's summer playgrounds.

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THE CHILD AND PLAY

By

JAMES EDWARD ROGERS

DIRECTOR OF THE NATIONAL PHYSICAL EDUCATION SERVICE OF THE NATIONAL RECREATION ASSOCIATION

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Storytelling in Westchester County.—Last summer in the Green Room of the Westchester County Center a group of eager children met twice a week to listen to stories recounting the exploits of primitive man and of his groping to express himself in the arts. Through the cooperation of librarians and teachers, Mrs. William J. Creighton, the storyteller, was able to illustrate her stories with pictures and lantern slides. To make the storytelling even more concrete and graphic, the children were taken into the workshop conducted at the Center where they saw the pottery, sculpture, weaving and painting being produced there—the present day expression of the art consciousness born in man ages ago. Stories of primitive man were followed by tales of succeeding epochs in history, when man created his greatest artistic work—from Greece with its fascinating legends of mythology to the American Indian tales and the colorful stories of early American life.

Schools Promote Harmonica Contests.—Fifteen hundred boys and girls enrolled in more than fifty groups receiving instruction in harmonica playing during the present school year—this is the record of Long Beach, California. Groups are organized in elementary schools and junior high schools, and there are additional groups among carriers and newsboys. The groups meet in school buildings weekly. The Recreation Commission is providing instruction through the services of one full time and one part time instructor, and the Board of Education provides the meeting room, light, heat and janitor service. Members furnish their own harmonicas and instruction books. During April city-wide district contests were held, the city being divided into four districts for elementary groups and one additional district for junior high school groups. Competition was held in three classes—soloists, duos and bands. Winners in the various district contests met on May 2nd in the convention hall of the municipal auditorium for the finals. An enthusiastic audience of 3,500 people gathered for the finals.

Out-of-School Activities of High School Girls.—The Journal of Educational Sociology reports on a study of the out-of-school activities of 200 girls in a New York high school. A questionnaire was given the girls who were

the ninth and tenth grades, the number being equally divided between members of the academic and commercial classes. The questionnaire had to do with home study, school organization, cultural, recreational and social activities, routine and incidental activities, religious interests, and outside work.

It was found that 38.5 per cent of the girls utilized their out-of-school time for athletics; 5.5 per cent for music; 10.5 for drama, and 46 per cent for club activities. The amount of time spent in each activity varied from none to as much ten hours a week. Although a larger percentage of the academic group than the commercial gave out-of-school time to school organization activities, from 11 to 46 per cent of both groups engaged regularly in such activities. The academic group likewise excelled the commercial in all forms of cultural activities. However, the students in both groups engaged in these activities, the percentage varying from 39 for the theater to 88 per cent for the reading of books other than school assignments.

Cincinnati's Closing Festival—The playground pageant which climaxed the season's activities in Cincinnati, Ohio, this year took the form of a celebration in honor of George Washington. Approximately 850 children took part in the pageant entitled "First in the Hearts of His Countrymen," which was arranged and directed by Mabel Madden and presented by Robert J. Coady of the staff of the Public Recreation Commission. Four thousand people saw the pageant and as many more were turned away. It was a colorful event for which the children and the playground mothers' clubs made the costumes and provided the materials. There was one general rehearsal held the day before the presentation of the pageant.

Chauncey Allen Park.—On June 8th Chauncey Allen Park, a nine-acre beauty spot facing the high school of Westfield, Massachusetts, was dedicated with a program including a demonstration by 600 boys and girls of the Physical Education Department of the schools of mass work, folk dances and games. This was the first outdoor demonstration of the kind ever held in Westfield. The park was the gift of Albert Steiger of Springfield, a former Westfield resident who reclaimed it from an unsightly swamp. Approximately 30,000 yards of fill were placed in the area. The development has been going on over a period of years.

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An Ingenious Slide.—A geographical playground handicap was turned into an asset when a 60-foot slide was built on the side of a hill on a site formerly an eyesore in the form of a junk pile and weed patch. Mr. M. G. Moore, Superintendent of the Manchester, Illinois, Public School, designed the slide which a local hardware dealer constructed at a total cost of $89.75. The slide is a community attraction on holidays and Sundays. Mr. Moore believes the slide to be a contributing factor to the decrease in absence and tardiness which has marked the last school year.

Some Facts and Figures.—The Recreation Department of Saginaw, Michigan, in a recent activities report points out that in 10 cities in Michigan whose recreation funds are raised through taxation the per capita cost of recreation ranges from $.03 to $.85, the per capita cost in Saginaw being $.10.

"What can you buy with your tax dime in wholesome recreation?" queries the report.

"10 days for a youngster on the playgrounds

In Commemoration Of Armistice Day

FOR GROUPS planning to celebrate Armistice Day the Community Drama Service of the National Recreation Association offers a short peace pageant with production notes.

Schools and community groups of all kinds will welcome these suggestions.

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"20 swims at the swimming pool

or

"10 days skating at Hoyt park

or

"20 baseball games (play or look on)

or

"20 music week observance concerts and Oratorio Society concerts.

"Any municipal recreation activity is produced at a cost of ½¢ per person in attendance at that event. Compare this cost with other recreation activities that you buy—shows, basketball, baseball games, concerts, game programs."

From a Drama Institute.—As a result of the interesting drama institute held in Monroe, Louisiana, under the leadership of Charles F. Wells of the N. R. A., a little theater has been organized and a professional director engaged. Puppetry has been introduced in the schools and playgrounds, and an exhibit of masks, costumes, dyed material and miniature stages made by students of the institute has been shown as a means of interesting the public.

The Rag Bag Alley Puppets.—At 128 Christopher Street, New York City, Kathryn Dallas and Weaver Dallas, under the name, "Rag Bag Alley Puppets," are experimenting in the possibilities of community drama as interpreted through the medium of puppetry. Their programs, played on a stage curtained with a patchwork quilt, are based on folk lore and superstitions of the southern Negro. All plays are original and are given in the native dialect. Much care has been taken to preserve the vividness, the humor and the quaint philosophy of the source material. In addition to performances on a miniature stage, original programs of storytelling with puppets have been worked out to meet the needs of groups interested in puppets used informally.

Recreational Reading

(Continued from page 369)

6. There is another division in the Realms of Gold, the most re-creative of them all—the world of poetry and plays. Spenser's gentle Knight pricking on the plain, the elves of James Stephens, that splendid gallery of William Shakespeare, that Winged Horse of Joseph Auslander and Frank Ernest Hill, that Book of Famous Verse compiled by Agnes Repplier—these are excursions to the Realms of Gold with rich rewards awaiting the faithful. Well might Masefield's lines be the ringing chorus of such voyages:

"A winds' in the heart of me,
A fire's in the heels,
I am tired of brick and stone
And rumbling wagon wheels;
I hunger for the sea's edge.
The limits of the land,
When the wild old Atlantic
Is shouting on the sand!"

Here there is a feast worthy of youth: adventure, the meaning of life, the world of work and workers, international peace, spiritual crisis requiring a choice, the land of fancy and high resolve. Such contacts mean a quickening daily into new life, to be truly re-created.

How Much Public Recreation Is Essential?

(Continued from page 375)

demand thus constitutes a real reason not for restricting but for enlarging budgets for our public recreational services, and this reasoning is augmented by consideration of the value of recrea-

on in preventing delinquency at a time when lleness, discontent, lowered morale, may readily y upon our young people a heavy and increased mptation toward delinquency. By every rational st, now would be an excellent time to increase ur public recreational service, both through en- rging our plant through the use of unemployed nd inexpensive labor and through the expansion f our current service to meet the greatly in- reased demand and need.

And we need to remember that greatly in- reased leisure for all, even in more normal times, the confident expectation of all social observers day. This larger leisure may be a liability or sset, both personally and socially, depending rgely upon what opportunities our communities rovide for the wholesome use of leisure time. ugmented leisure will require augmented public creational services.

I well realize that there are times when even ne essentials cannot be paid for and, I repeat, creation leaders everywhere will be glad to co- perate with tax appropriating authorities in lanning practical reductions in service in ways nat will hurt least. But when you ask me to peak on how much recreation is essential I can- ot fail to remind you that nowhere have even inimum standards been attained. Children must lay. They will play. It is good for them to play nd it is good for the community that they should lay wholesomely. The space required for shoot- ng craps is small. Baseball is a more wholesome ame. It needs more space. In our increasingly rban, highly industrialized modern life our chil- ren and our young people today cannot safely lay. They cannot play the developmental games hich they ought to play and which they want to play. Only government can provide adequate fa- cilities for the recreational life of the community and government still has a long way to go in mak- ing provision for even the minimum essentials for the recreational life of our people.

The Christmas Tree—A Beloved Tradition

(Continued from page 387)

tinue depends upon our using the forests wisely and protecting the little trees from indiscriminate cutting, from fire and other destructive agencies.

Conserving Trees

The United States uses perhaps five or six million Christmas trees every year. On first thought the cutting of so many young trees, to be used and discarded in a short time, may seem a serious drain on our forests. All of this supply, however, could be grown on about 6,000 acres. The amount of forest growth consumed in cele- bration of Christmas is small indeed when com- pared with the loss from forest fires which every year sweep over millions of acres, causing the destruction of countless young trees.

From a forest conservation standpoint, the method by which our Christmas tree supply is obtained is much more important than the num- ber of trees used. The stealing of trees from roadsides, farms or parks is to be severely con- demned. The pilfering of small evergreens in- terferes with the property rights of the owner, and with his plans for woodland management. Small trees should not be cut indiscriminately from reforesting land. On the other hand a heavy thicket of young trees may be greatly benefited by cutting out a number of them, giving the others more light and space in which to grow.

Check *your* Playground Equipment

Parks and Playgrounds have been patronized and utilized more this year than probably ever before. Why? Because people have taken their families to parks rather than expensive resorts and shows. This has meant heavy wear and tear on playground equipment.
Now is the time to check your equipment. Some of it may need repair—some replace- ment—or additional devices may be needed. Send for our catalog.

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, September 1932.
- The Olympic Games of 1932, by V. K. Brown.
- City Park Trout Fishing an Innovation in Recreation.
- Stadium Operations During the Olympic Games, by V. K. Brown.
- Peg Board, Baseball and Four Hand Checkers.

The American City, September 1932.
- Cincinnati Playgrounds Capitalize Rugged Topography.
- City Dump Transformed into Recreation Center in Des Moines.
- Rock Garden Constructed in Community Park.
- A Year-Round Playground for Young and Old—Miami Beach.

The Journal of Health and Physical Education, September 1932.
- Tests and Measurements, by C. H. McCloy, Ph.D.
- Sandwich Island Olympics, by Lucille Bauer.
- Touch-Football with the "Kick," by L. E. Swain.
- The Play House—A Part of Play Day, by Helen Westfall.
- Combination Soccer and Football Goals.
- Floor Hockey.

The Journal of Health and Physical Education, October 1932.
- The Service of Recreation to Unemployment (Editorial).
- The New Dance Era, by Lucile Marsh.
- St. Louis' First Elementary School Play Day, by Ralph E. Wiley.
- Swim for It.
- Soccer Skill Tests, by Mildred Vanderhoof.
- A Popular Playground Slide.
- A Procedure for Handling Tennis and Golf Schedules.
- Line Ball—(A preparatory game for speedball).

The Epworth Highroad, November 1932.
- A Football Party, by E. O. Harbin.

Mind and Body, September-October 1932.
- Play Activities in Relation to Health, by William A. Stecher.
- Mine in Freeport, Pa. Is Used As Playroom.

The American City, October 1932.
- Syracuse University Trains Park Executives, by Laurie Davidson Cox.
- Unemployment Relieved in Beautifying Lincoln, Nebraska.
- Swimming Pool Constructed As Relief Measure in Youngstown, Ohio.

PAMPHLETS

Berkeley, California, Recreation Department Report, 1931-1932.

Play Days, Division of Physical and Health Education. Dept. of Public Instruction, Trenton, N. J.

Westchester Workshop Program, 1932-33.

Lighting Winter Sports, The General Electric Company, Schenectady, N. Y.

Crime Prevention Through Education
Research Bulletin of the National Education Association, September 1932.

Annual Report of the Neighborhood Guild, Peace Dale, R. I., 1931-1932.

Recreational, Educational and Leisure Time Activities of the Neighborhood Guild, Peace Dale, R. I.

Annual Report of the Board of Recreation, New Haven, Conn., 1931.

The question of cutting, however, is to be decided by the owner of the land, not by the passing motorist who considers that taking one tree will do no harm.

Some of the Christmas trees found in our markets are grown especially for that purpose, and some cities demand from vendors proof that the trees have been acquired legitimately and not stolen. Done in accordance with sound forestry principles, the cutting of Christmas trees is not contrary to forest conservation. Conservation, after all, means wise use, and it is questionable whether or not a tree could be put to a better use than to bring happiness as a Christmas tree.

"Living Christmas trees" are coming more and more into vogue. Such trees may be purchased from nurserymen. They are planted in a large flower pot or tub, according to their size, and are kept indoors until after the Christmas festival. At a suitable time the living tree is carefully set out in the lawn or garden and in a few years one has a steplike succession of Christmas trees, each one a beautiful reminder of happy, bygone Christmas days.

Developing Community Center Loyalty

(Continued from page 391)

wishes to join. The members of this class come from all the clubs.

One of the things that has done a great deal in making us a part of the neighborhood has been the planting and care of the flower garden in front of the school on a plot of ground 25 by 150 feet. The boys dug up the old grass and brought rocks from all over the neighborhood to make a rock garden and a flag walk. The plants have been donated by different people. We have not spent a cent for flowers. Several business men of the neighborhood have given plants and offered advice as to the best way of taking care of the garden. Planted in this garden are about fifty varieties of flowers, making a beauty spot in a very poor district. Every one who passes by stops and admires the flowers, and all the members of the center take a great deal of pride in the garden. So far not a single bloom has been touched.

The one thing, however, which has undoubtedly done most to develop the community center spirit and consciousness has been the formation of two leaders' groups called councils. We have two such groups because

ve have both white and colored groups in the enter. The colored council was the first to e organized. Some of the outstanding col-red leaders in the section became interested nd joined the council, which has been of great ssistance in planning the program. Members ave not only volunteered their services but ave been the means of getting others to offer o lead different activities. They have a sense f social service; they see the needs of their ace and they have tried to meet some of them hrough the activities they have sponsored at he center. The council, which meets once a month, has set a high standard and is very ealous of the good name of the center. Their oyalty and sense of responsibility are very reat. The activities they have sponsored have ad a vital effect on the life of the community.

The white council has not been functioning or as long a time as the colored, but its mem-ers have a similar spirit. Each white com-munity center club was invited to send a rep-esentative to the monthly meeting of the ouncil. There is no restriction as to the business hat can be brought before the council; there s a free and open discussion on every ques-ion. The meetings of the council bring home o the delegates, and through them to the lubs, the sense of belonging to something big-ger than the individual club; they feel they are art of the center and have a voice in its oper-tion. This council has sponsored several ffairs which have helped to increase the com-munity spirit.

The different projects outlined have had an umulative effect. Each project has had its art in creating a real community spirit at our enter and in making it a vital factor in the life f the community. They have been of great ducational value in helping our members to e better citizens, to learn self-government, nd to respect public property.

Camping on a Housetop

(Continued from page 397)

for them to understand the meaning and signifi-ance of manners and morals. In this part of our rogram we found a real opportunity for tying up the instinctive acts of the camper to good social habits.

Through the courtesy of the Chicago Public Library which cooperated with the day camp, it was possible for us to distribute the type of books that had a direct appeal to the camper and was wholly within the scope of his experience. The time allotted for the library period was one hour, from one to two, immediately after lunch.

The campers issued a newspaper containing material relating the activities of the day camp, and a good deal of original effort went into its publication.

In the art work the campers were taught the fundamentals of art—color combinations, form, size and harmonious effects. They were given an opportunity to use their own judgment and originality, with the assistance of their counsellor.

A Girl Scout troop was organized under the leadership of one of the counsellors who has had scouting experience for a number of years.

The weekly trips planned took the campers to Lincoln Park, the Field Museum, the Aquarium, the Planetarium, Borden's Milk Company, Bunte Candy Factory, Navy Pier, Garfield Park Conservatory. There were two picnics at the forest preserves.

At 8:30 on Monday evening a star-gazing session was held for the older campers. This gave them an opportunity to learn the various constellations and the stars in the heavens. Greek mythology was used to explain the myths regarding the various stars.

Forty-eight mothers responded to an invitation to organize the Institute Day Camp Parents' Club. At their first meeting they discussed their plans for the year. It was suggested that the group meet every other week, and that once a month the fathers be invited to the meeting. At the following meeting the program for the entire year was presented for their approval. The lectures outlined for the year were: "Sex Consciousness and Sex Instincts"; "Guiding the Normal Child Against Delinquency"; "The Beginning of the Boy and Girl Relationship"; "The Child, the Mother, the Teacher"; "Recreation and the Child"; "Problems of Child Training Including Health Program"; "The Child — the Gang"; "Guiding the Normal Child from Abnormalities"; "The Personality of the Jewish-American Child"; "Vital Factors in Child Life"; "Children What Are They?"; "Special Problems of Jewish Children," and "Direction of Children's Leisure on the Part of the Parent."

The day camp closed after twelve weeks of uninterrupted activity with a splendid program and exhibition of the work of the campers.

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Our Decision Is

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RECENT Changes and Interpretations of *Official Volley Ball Rules*—United States Volley Ball Association. Spalding's Athletic Library 120R.

RULE I. *Sec. 3. Add sentence:*

It is assumed that the center line is extended indefinitely beyond the side lines (See Rule X, Sec. 13.)

RULE II. NET.

Change the second sentence in the last paragraph, to read:

A one-inch vertical marker of soft material should be placed the entire width of the net, vertical to the side lines.

RULE IV. *Sec. 3 to read:*

A substitute may take the place of a player only when the ball has been declared "dead." The Captain or the incoming substitute shall first request "time out" for the substitution from the Umpire and when such substitution has been authorized, the substitute shall report to the scorer.

RULE IV. *Sec. 8:*

"When the ball is served each player shall be in his own area." The Referee should see that all players of both teams are within their own area when the ball is served.

RULE VIII. *Sec. 12. Change to read:*

If wind, sun or some other circumstance favors one court, the team with the lesser score may request change of courts, as soon as the opposing team has scored eight points but the service continues with the player who has just scored the eighth point. Only one change shall be permitted during the game.

RULE VIII. *Sec.* 13.

This rule is to keep men from going out of the playing court except when it is necessary to do so in order to recover the ball.

This should be interpreted as prohibiting a player from taking a *fixed* position outside of the court in anticipation of a set-up. It should not be interpreted as prohibiting a player from going outside of the court after he clearly sees that by going out of bounds he will be in a better position to handle the ball or to get a longer run for a higher jump, thus putting himself in better position for a "spike" or "kill" shot.

RULE X. *Sec. 13.*

Add following to Sec. 13 so that it will read:

Touch the floor on the opposite side of the center line or an imaginary line extended indefinitely beyond the side lines. (See Rule I. Sec. 3.)

RULE XI. *Sec. 1 to read:*

"Time out" may be called by the referee only, but the ball shall be in play until the whistle is blown by the referee. "Time out" *for rest* shall be allowed *each team* only twice during a game, (except for substitution of players or because of injury) and may be requested only by the Captains.

RULE XI. *Sec. 3 to read:*

The length of "time out" for rest or for substitution shall not exceed one minute, and a maximum of five minutes in case of injury provided the injured player is going back into the game.

RULE XII. *Sec. 2.*

A game is won when either team scores a two-point lead with fifteen or more points.

NOTE: We hope our readers will send in any questions they may have on interpretations of rules and similar problems.

Journal of Physical Education

Are you interested in

The story of the invention of Basketball —

An objective study of Boxing —

A plan of procedure for Social Dancing —

Or the teaching points in Volley Ball —

Read about these as well as other interesting topics in the November issue.

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New Books on Recreation

Handicraft for Girls

y Edwin T. Hamilton. Harcourt, Brace and Company, ew York. $3.00.

A BOOK on handicraft is particularly appropriate this year when many people are planning to save money y making their Christmas gifts. There are step-by-step structions given for completing one article in each raft, and general directions are included for making her articles by the same method. The crafts included e stenciling and crayon printing, paper mosaic, prizes, arden modeling, masks, Batik, hooked rugs, making and sing a camera, paper pottery, art metal work, block inting, favors, table decorations, fancy costumes, art etal jewelry, pottery and leather work. Attractive illstrations and diagrams accompany the directions.

The Cokesbury Party Book

y Arthur M. Depew. Cokesbury Press, Nasville, enn. $1.50.

A WELCOME aid to the individual or group planning parties and socials, this new party book contains ggestions for fifty-two completely planned parties, each uilt around a central theme and including invitations, ecorations, costumes and refreshments. There are pares for the home, the club, the school, for large and nall groups, for indoor and outdoor gatherings and for dges, churches and community clubs. Holiday parties re offered and "pay" parties, including a minstrel perormance that has been used successfully on several ocasions to raise money.

Games to Play

y Polly Johnson. The Farmer's Wife, St. Paul, Minesota. $.15.

HERE *is* a practical help to the recreation worker in planning parties, picnics, club meetings and comunity gatherings. One hundred and forty-eight games re described in this illustrated pamphlet, under the clasification of home games, one room school games, prearty games, games for picnic, playground or large oom, rainy day games, table games, and after dinner ames. In addition, suggestions are offered on program lanning and leadership.

Kicking the American Football

y Leroy N. Mills. G. P. Putnam's Sons, New York. 2.50.

T HAS long been the hobby of this author, a Westchester County lawyer, to spend his spare time teaching boys o kick a football. In this book Mr. Mills has analyzed learly and in detail his methods of instruction. The ook contains numerous photographs and diagrams llustrating the methods.

The American School and University 1932-1933

American School Publishing Corporation, New York. $5.00.

THERE is much in this Yearbook devoted to the design, construction, equipment, utilization, and maintenance of educational buildings and grounds which will be of interest to recreation workers as well as to school officials. There is, for example, an article on the School System and the City Plan by Harland Bartholomew, much of which deals with the planning of recreation facilities. Charles H. Cheney, City and Regional Planner, has an article entitled "Combining School Grounds, Playgrounds and Neighborhood Parks in Palos Verdes Estates, California." There are articles on the planning of stages for school auditoriums and making provision for musical activities. A wealth of information is to be found in this volume.

Official Rules for Track and Field Events 1932-1933

Spalding's Athletic Library. No. 115R. $.25.

IN ADDITION to the rules for track and field events compiled by the Women's Rules and Editorial Committee of the Women's Athletic Section of the American Physical Education Association, the booklet contains the policies of the committee, official rules for volley ball, and directions for playing twenty-four athletic games. This booklet should be in the hands of all recreation workers conducting activities for girls and women.

Athletics in Finland

By Martti Jukola, Ph.D.

HERE is a splendidly illustrated book telling of the many forms of athletics and sports which the Finns enjoy and in which they have achieved so high a degree of efficiency. Not only are the sports and their place in the life of the country discussed but information is given regarding some of the country's leading athletes who have taken part in the Olympic Games. Copies of this report may be secured from the Consulate General of Finland, 5 State Street, New York City, as long as the supply lasts. Those interested in obtaining the volume are requested to remit $.25 in postage to cover the cost of handling and mailing.

Soccer—Official Playing Rules 1932-33

National Collegiate Athletic Association. Spalding's Athletic Library. No. 108R. $.25.

THIS NEW booklet of records, reviews and playing hints contains only one change on rules. It does, however, give much detailed information about the 1931 season of soccer play.

Fundamentals of Personal Hygiene.

By Walter W. Krueger, Ph.B. W. B. Saunders Company, Philadelphia. $1.75.

Not only the fundamental principles of personal hygiene but their practical application to healthful living are discussed in this readable text book. A chapter on "Recreation and Rest" points out the need of recreation and discusses various types. Hobbies as well as outdoor recreation and sports are advocated.

The Official Rules of Card Games.

United States Playing Card Company, Cincinnati, Ohio.

In this "Hoyle Up-to-Date" will be found directions for playing approximately two hundred card games. In the case of a number of the games, several variations are offered.

New Girls for Old.

By Phyllis Blanchard and Carlyn Manasses. The Macaulay Company, New York. $2.50.

The new girl is with us! How much do we know about her? Many revealing facts are set down in this book which embodies the report of a study by Miss Blanchard, who is Psychologist at the Philadelphia Child Guidance Clinic, and Miss Manasses, who has long been associated with her in her experimental work. The evidence they present is the fruit of intensive experiment in research by examination and questionnaire of hundreds of girls of all classes. The girl and her attitude toward sex and marriage, toward her family and her work; the girl in her many varied moods—she is here for your consideration.

In a chapter on Recreation for Women the authors point out the importance of recreation as a necessary part of any well balanced scheme of existence.

The Modern American Family.

Edited by Donald Young, Ph.D. The American Academy of Political and Social Science, 3457 Walnut Street, Philadelphia, Pennsylvania. $2.00 (paper); $2.50 (cloth).

In publishing this book, Volume 160 of The Annals of the American Academy of Political and Social Science, the purpose has been "to secure summarizing and interpretive contributions which might afford readers a comprehensive view of the historical background of the American family, a descriptive account of its present form and function, and an analysis of the efforts being made to improve and stabilize this basic social institution." Twenty-six individuals, including college professors, social workers and other professional people, have contributed to this symposium which covers three main subjects—The Heritage of the Modern Family; The American Family in Transition, and Efforts at Family Stabilization.

The Play and Recreation of Children and Youth in Selected Rural Areas of South Carolina.

Mary E. Frayser. South Carolina Agricultural Experiment Station of Clemson Agricultural College, Clemson College, South Carolina.

Increasingly information is being gathered about the recreational interests and activities of children and young people in rural districts. In this particular study the method of "random sampling" was used in gathering data. The survey was made through visits to the rural schools selected and subsequently through visits to the homes in these districts. Inquiry was made as to the provision the environment offered for the use of leisure, and information was sought concerning the use of leisure by the children and youth of the families interviewed. Facts were secured from 617 white and 337 negro young people and children members of families. It is a thoughtful study which all interested in rural needs will want to secure.

The Mercer County Plan (A Guide for Future Development.)

Mercer County Planning Commission, Trenton, New Jersey.

The Mercer County Planning Commission, appointed in 1929, has submitted in a comprehensive report the result of fifteen months' study in which Russell Van Nest Black served as consultant. As a part of the report a park program development has been suggested on a scale designed to give the people of Mercer County a reasonable amount of recreational opportunity and sufficient to bring Mercer County approximately on a par in parks with other counties of its class in New Jersey. "It is hoped," states the report, "that the Board of Freeholders will see its way clear to make a modest beginning in parks this year in two or three locations where through the help of gifts of land recreation centers may be established at small cost. This can be accomplished by the appointment of a board of recreation whose activities and expenditures would be entirely within the control of the board of chosen freeholders."

Official Field Hockey Guide—1932.

Spalding's Athletic Library. No. 38R. $.25.

This booklet, the official publication of the United States Field Hockey Association and the American Physical Education Association, contains rules for playing hockey and a number of articles on features of the game.

A Handbook for Members of Local Councils and Community Committees of the Girl Scouts.

Girl Scouts, Inc., New York. $.60 postpaid.

This new handbook of about 300 pages gives information which every local council and community committee member should have. The procedure recommended for organization and administration of local councils and committees is presented in such a way as to be applicable to any community. Among the subjects discussed are "The Girl Scout Troop and the Brownie Pack," "The Girl Scout Program and Activities," and "The Girl Scout National Organization."

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Believe in Government

BELIEVE in government and keep government something to be believed in.

It is popular now to throw stones at government as something abhorrent, swollen.

Government after all is all of us working together for the common good. To give up government in despair is to give up faith in ourselves. Not to believe in government is the deepest depth of pessimism.

Government means schools, libraries, playgrounds, swimming pools, recreation centers, hospitals, fire protection—means work of all the people for the good of all the people.

If we cannot build a government which we can respect, can have faith in, through which we can work for "the better way of life," we cannot respect ourselves—our people as a whole.

Here lies our fundamental test—as to whether men and women of all creeds and all races can unite to work together through government to achieve fundamental purposes. The one who destroys faith in the possibilities of building a government which shall be worthy of pride and respect destroys faith in humanity in a most fundamental aspect.

HOWARD BRAUCHER.

Everywhere, Christmas!

Everywhere, everywhere, Christmas to-night!
Christmas in lands of the fir-tree and pine,
Christmas in lands of the palm-tree and vine,
Christmas where snow-peaks stand solemn and white,
Christmas where cornfields lie sunny and bright,
Everywhere, everywhere, Christmas to-night!

Phillips Brooks

Christmas Plays

There are so many beautiful Christmas plays, pageants and pantomimes. Why not give one?

Scenes from "The Waif," a popular morality play written by Elizabeth Grimball.

ON ALL the holidays there is none to which drama lends itself more graciously than to Christmas. With the preparations for this greatest of all holidays life takes on a festival spirit, and during this time when interest is focused on bringing happiness to others a play or pageant seems to be a natural expression of joy and good will. The Christmas play always has a special significance for it is in itself a gift made with little sacrifices of time and effort, and given as an almost spiritual offering. It is these productions that keep alive the loveliest of our traditions. In a busy world we are for a brief hour concerned with the past, while our players act out old stories, recall gracious customs and bring simplicity and beauty to our festival.

Even from the workaday world Christmas demands its tribute. There is a pause in the routine of most offices on the afternoon of the day before Christmas and in such uncongenial surroundings as the average business office affords, the heartiness and good will of the season hold sway. For a number of years it has been the custom for the workers of the National Recreation Association to present a Christmas play

for their fellow workers. Early in December the play is chosen and rehearsals begin. The members of the cast give part of their luncheon hours over to rehearsals several noons each week. Sandwiches are brought in, coffee is ordered from a shop in the neighborhood and rehearsals go on with all the promptness and seriousness of a Broadway production.

The players feel a keen responsibility in preparing an entertainment which will bring pleasure to their friends who contribute their part not only through keen interest but by taking care of such details as the programs, properties, costumes and the very important work of putting up the curtains and lights and transforming a section of the office into a theatre. The play itself is rehearsed behind closed doors. and its theme kept as secret as possible. Each year a different department prepares the programs. They are carefully typed and placed in attractive folders made of decorative paper.

Usually members of the cast find time to attend to costuming and improvising properties. Sometimes ingenuity is heavily taxed, for an office does not lend itself gracefully to the drama, and desks and cardboard packing boxes need considerable coaxing before they will take on the form of creditable fireplaces, cradles, dining tables and other necessary properties. At the dress rehearsal last year all went well until the second scene. This scene represented the corner of a chapel with a shrine up left in which a statue of the Virgin stood. The rest of the stage was filled with kneeling peasants who had brought gifts to the shrine. The sacred atmosphere so necessary to this scene was totally lacking. Something had to be done to create a sense of aloofness and sacredness for the statue which seemed to be too close to the audience and the other players, so close that the girl taking the part of Mary seemed too recognizable as a worker whom one saw every day. An authentic note was lacking in the picture and the entire success of the play hung on the effectiveness of this scene.

Someone suggested that what was needed was the low railing, suggestive of an altar, to set the statue apart and in so doing give the scene the spiritual appeal that was missing. It seemed next to impossible to acquire this piece of property until an ingenious person thought of the adaptability of corrugated paper. A piece of this material was taken from the roll in the stock room, cut out to resemble a small grating, painted with gold radiator paint, and when placed on the floor it stood alone in the desired curve before the little platform on which the statue stood. The office players have learned to meet many problems, but true love of the drama seems to solve many seemingly impossible situations and they take a real zest in making their productions as beautiful and effective as their facilities will permit.

Just before the performance the desks occupying the space that must be used for the audience are quickly removed, chairs are placed in rows with a center aisle, shades are pulled down to darken the room as much as possible and the workers, together with members of their families and friends who have

For their 1930 Christmas play, workers of the N. R. A. presented "The Woodcutters Christmas" by Linwood Taft.

been invited, are ushered to seats. Last year a group of carol singers made the round of the office. As each department was passed, the workers joined the procession which lead the way to the little theatre. This very lovely manner of gathering the people together gave the audience the Christmas mood of joyousness mingled with reverence and adoration.

In every organized group, whether it is the community, the school or the church, among the many preparations for Christmas —the parties, the carol singing, the special services for worship and the providing of gifts for the needy—there is always a little group who want to make their contribution in the form of a play. They may be adults, young people or children. The following plays have been especially selected by Mabel F. Hobbs, drama consultant, N. R. A., for various groups. With the exception of one new play for men, she recommends only such plays as have stood the test of many productions.

A scene from "The Seven Gifts" a Christmas pantomime by Stuart Walker, first given at the Community Christmas Tree, New York City

A Few Appropriate Plays

It may be the group of teen age girls who will want to contribute the Christmas play. If so, "The Waif" and "The Christmas Tree Bluebird" are two plays which have proved unusually popular with girls of this age.

THE WAIF by Elizabeth Grimball. Eight characters and extras. The setting is a narrow street with a Nativity tableau set for the close of the play behind a curtain. This morality play of the twentieth century introduces the Christmas Spirit in the guise of a poor waif who is seeking the Golden Star. He becomes weary and disheartened and begs the passers-by—Vanity, Greed, Sorrow and Pleasure to help him. They refuse his plea but Faith joins him in his search and at last Service coming to their aid guides them to the light. Womans Press. $.50.

THE CHRISTMAS TREE BLUEBIRD by Mary S. Edgar. Three principal characters and a number of extras, including club members, brownies and tenement children. Three settings, a sitting room with a fireplace, a workshop and a shabby room. The scenes may all take place before a plain back drop with a change of furniture to designate the different settings. A group of girls, inspired by the story of Maeterlinck's "Bluebird," start on an adventure and find their Christmas happiness in bringing the Bluebird to some poor children. Womans Press. $.50.

The boys' group is not always thought of in connection with the Christmas play, but whenever the opportunity is offered them, they prove enthusiastic, capable players. For younger boys a better play then "The Christmas Jest" could not be found, and if the group is from fifteen to eighteen years of age, we suggest one of the beautiful plays based on the Tolstoi story "Where love is, there God is also."

THE CHRISTMAS JEST by Frances Wickes. In "A Child's Book of Holiday Plays." Six male characters and two women, easily played by boys. A play in three short scenes in which the King changes places with his Jester on Christmas Eve, and thus disguised visits the lowly homes of his people. He discovers that the Jester is more beloved than the King, and in the end makes himself the friend of his people by bestowing royal gifts to the poorest of his subjects. Macmillan. $.80.

THE LEAST OF THESE by Ella Wilson and Anna W. Field. Three men, three women and five children. Men and boys may play all parts. The setting is a bare room. Martin, an old cobbler, feeds and shelters all the needy who come to his door on Christmas Eve and discovers that the Christ visits his humble shop in the form of the familiar poor. Womans Press. $.50.

In the last few years plays in which both adults and children may play together have become increasingly popular. We have found it much more interesting to have a real mother portray the part than to attempt through the use of wigs and make-up to endow a young person with a character part in which she can never be quite convincing. The two following plays have been given many times with great success.

THE WOODCUTTER'S CHRISTMAS by Linwood Taft. A father, mother and five children. On Christmas Eve the woodcutter goes to town for toys which he has promised the children. He never reaches the village, for he finds a babe crying in the woods and takes it to his home. The children quite forget their toys in their excitement at having the baby and a place is quickly made for him in their hearts as well as their home. They find in the morning that the child has vanished and his crib is filled with only such wonderful gifts as the Christ Child could bring to unselfish children. Eldridge. $.25.

THREE CHRISTMAS WISHES by Caroline de F. Penniman. Father, mother, Santa Claus, three children and extras. The settings—a living room, children's bedroom and dining room—are made by placing a few simple pieces of furniture to designate the different rooms against a plain drop. The Christmas fairies visit a little girl who has made a very selfish wish. In the morning she realizes her mistake, makes a new wish and helps it to come true. Womans Press. $.50.

Nearly every mothers' club puts on a play sometime during the year and if Christmas is the time chosen "Two Christmas Boxes" or "The Guest at the Inn" are two of the best holiday plays available for women. The former is a good comedy and the latter is a play of religious feeling.

TWO CHRISTMAS BOXES by Elsie Duncan Yale. A play in four scenes for eleven women. The Ladies' Aid Society prepares a Christmas box of old clothing for a missionary while the president of the society has a box of beautiful gifts ready to ship to a wealthy relative. The labels are mixed and the boxes reach the wrong destinations. Eldridge. $.25.

THE GUEST AT THE INN by Marion Holbrook. Five women and one child. The setting is a plain room. Stasia, a young inn keeper, is berated by her mother-in-law for her piety. On Christmas Eve the young woman makes her preparations to receive the Christ Child and finds Him in the poor and weary who come to her inn for comfort. Eldridge. $.25.

The boys and girls who usually take care of the decorations and the Christmas dance or party may want to give a play. "Home for the Holidays," "Christmas in Merrie England" or "Santa at Sea" will afford excellent opportunities for their particular talent.

CHRISTMAS IN MERRIE ENGLAND by Mari Hofer. From thirty to eighty may take part in this celebration of old English songs and customs. Summy. $.25.

HOME FOR THE HOLIDAYS by Norton. Twenty-three characters and extras. The setting is a railway station through which various types of people pass on Christmas Eve, bringing humor and pathos. Penn. $.25.

SANTA AT SEA by Yale and Eldridge. Six principals and extras. An operetta. The plot is simple but novel and the music is in one and two parts. Santa meets with an accident and is picked up at sea. Eldridge. $.40.

It is quite likely that the youngest group will want to have some part in the Christmas celebration. The following simple plays will furnish them with delightful material.

SANTA CLAUS' BUSY DAY by Hartman. Twelve characters and extras. One scene. A greedy boy goes to Santa Claus for more toys. A jolly comedy for youngsters. Fitzgerald. $.25.

CHRISSY IN CHRISTMAS LAND by Wells. Eighteen characters. A simple and pleasing play telling how Chrissy overcame a selfish notion about Christmas. Baker. $.25.

A CHRISTMAS KALEIDOSCOPE prepared by Community Drama Service. In the *Christmas Book*. A charming entertainment especially useful for schools or community groups having children trained in folk dancing. The King of Mars tires of his ballet of snowflakes and icicles and the cold hue and silver of Mars. He demands colors that have never been seen in his land before—red, yellow, rose and green. A messenger makes trips to the earth, bringing dancers from the various countries, wearing their bright, warm-hued costumes. At last Santa himself visits Mars to see what his earth children are doing on that planet. The *Christmas Book* contains many other delightful suggestions. National Recreation Association. $.50.

While the fathers usually form a very substantial background at Christmas time, there is always the possibility that they may be induced to take an active part. The new play "Dad" ought to be a good reason for many fathers deciding to give a play.

DAD by Paul Moffett. Nine men. A plain interior. Dad's prosperous sons are ashamed of his shabby clothing and the old run-down house in which he lives with only an old darky to look after him. They acquire a deeper love and respect for him when they discover that it is his many acts of kindness that keep him in a state of semi-poverty. A strong play with excellent character parts. Dramatic Publishing Company. $.35.

List of Publishers

Walter H. Baker Company, 41 Winter Street, Boston, Mass.

Dramatic Publishing Company, 542 South Dearborn Street, Chicago.

Eldridge Entertainment House, Franklin, Ohio.

Fitzgerald Publishing Corporation, 18 Vesey Street, New York City.

Macmillan Company, 66 Fifth Avenue, New York City.

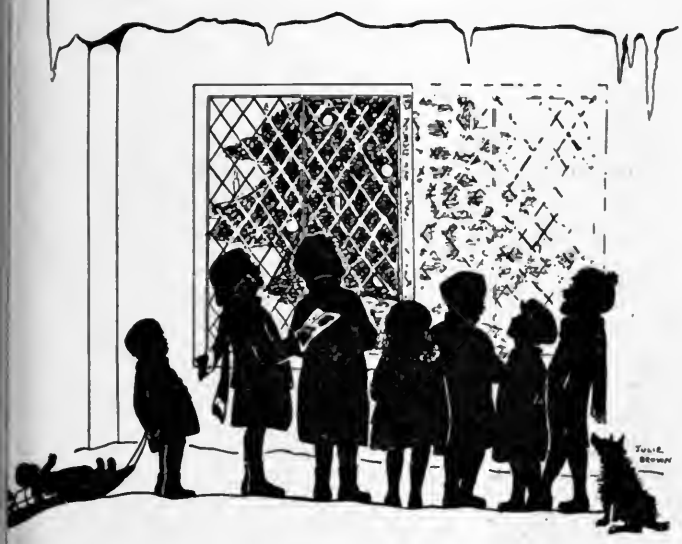
National Recreation Association, 315 Fourth Avenue, New York City.

Penn Publishing Company, 925 Filbert Street, Philadelphia, Pa.

Clayton F. Summy Company, 429 South Wabash Avenue, Chicago, Ill.

The Womans Press, 600 Lexington Avenue, New York City.

A Plea for Yuletide Singing



By AUGUSTUS D. ZANZIG

IF THE innermost wishes of every person in the land were all to be spoken at nce and truly, there would be millions of cries or food, clothing, shelter, and security for the uture. But amidst those cries there would arise great, universal prayer for a better state of ind—cheerful, kindly, fired by a vision of social oodness and well-being, and valorous to realize . "Renew our hearts, make us realize again the acredness and everlasting youth of the human pirit in each of us, rouse our wills with a pur- ose worth striving for." This would be the rayer if the real need could be heard, though is sometimes expressed by brutal protests and ften by disaffection, grouchiness, and by nar- owing statements and acts of fear by public offi- ials as well as by private individuals.

If we were to try to help in answering that rayer, we would probably think of bringing bout a national "cheer-up week." We would ook for some way and some occasion for arous- ng the better attitude and gaining acceptance of the better ideas. But we are about to have again the best possible occasion for doing these things, a hundred times better than any other that could be devised. Christmas is coming!

Let us make the most of this best of holidays with its joy, friendliness and hope, its power to awaken again in each one of us the child that we were or have longed to be. The supreme symbol of the Christmas spirit is the Holy Child of the Christians, but its essential meaning is so fundamental in human nature that the people of every sect and race may enter freely into its spirit. Rooted in the happy ceremonies and feasting that all northern peoples had as pagans carried on to celebrate the winter solstice—the return of the light—it has flowered in the celebration of the birth of the child who is beloved by Christians as the Light of the World. But even the pagans seem to have looked upon the natural event, the rebirth of the sun, as a time for a new beginning in their own lives, for a renewal of hope, joy and good-will among themselves. The evergreen trees, and the holly, mistletoe and ivy, are all symbols of the everlasting youth of life, as is the child, every child. Every boy or girl is, in a sense, holy, bringing the hope of a better-than-what-is; and holy also is the joyous, kindly and self-forgetful spirit of childhood that is in every man and woman.

This time of rebirth or re-creation offers us not only one of the primary oportunities of the year for community and home recreation, through caroling, gathering around the lighted trees and through festivals, plays and other happy observances; it offers us also a clear view of human nature at its best, of a state of being which, while it is not the only kind that people seek and need in recreation, is supremely good and is all too rarely realized in prevailing sorts of recreational activity. So let there be caroling in all parts of the city, and simple Christmas plays and festivals.

So much has already been written about caroling and how it may be brought about, that it seems unnecessary to say more with regard to it. Through cooperation with their leaders, groups of carolers can be formed in schools,

(Continued on page 449)

The Toboggan Slide

Courtesy Commissioner of Parks and Cemeteries, Saginaw, Michigan.

With predictions of a cold winter ahead, winter sports enthusiasts are hoping for a greater opportunity than was permitted last year by the weather man to enjoy the fun which snow and ice make possible. While a good cold day, hard crusty snow and ice, in themselves are ingredients for a good time, certain facilities add much to the enjoyment of winter fun. Among these the toboggan slide is outstanding as a "joy producer."

On almost the smallest kind of hill with a gradual slope, leading to an out-run of a few hundred feet, a most satisfactory toboggan slide can be constructed for the use of both children and adults. A slide on such a hill, built of snow and ice without a trestle of any kind or a steep incline, thus prohibiting excessive speed, meets with general public favor and encourages participation. These slides are practically fool-proof and accident-proof. The following suggestions are offered for selecting a site and preparing for the construction of a slide.

Selecting the Site

1. As far as possible the site for a toboggan slide should face north or northeast.
2. The space required is approximately 12 feet wide and from 300 to 1,200 feet in length. Avoid making slide too long. The trough of the slide should be only two inches wider than a toboggan and continue throughout the *entire* length of the slide.
3. Height of sides of slide should be as follows: Hill with gradual slope—on hill, 4″; on level, 1½″. Hill with steep slope—on hill, 8″; on level 4″ graduating to 1½″.
4. The end of the trail should be free from trees, boulders, or any other obstructions.

5. Since weather and slide conditions affect ie distance toboggans will travel, it may be ecessary to build a slight "up-grade" at end of de to prevent the toboggans from going too r. Sand and sawdust also help to slow down boggans. Traffic or other dangers may make advisable to stop toboggans at a certain point.

6. Avoid having curves or sharp bumps. If ere are curves the toboggans may strike the des of the slide and may jump out of the trough. "wavy" surface or gradual inclines are desir- le in a slide—but be careful to avoid bumps it.

7. As far as possible, build slides while the mperature is about 5 to 20 degrees above zero. owever, construction can be carried on in 20 egrees below zero weather.

8. When crowds are using the slide, it is ecessary to have a starter to prevent toboggans om starting too soon, and to give the preceding boggan riders an opportunity to "clear the ack."

9. Eight-foot toboggans with steel runners ve best results. Steel or iron runners of ⅜" x ½" stock should extend throughout the ntire length of the toboggan including the rved front. Three such nners are fastened with lts and nuts, not screws, to e center of the two outside d middle wood runners of e toboggan. This gives ditional speed and rength, and extends the life f the toboggan.

For this material we are indebted to the Winter Sports and Recreation Division of the Minnesota Arrowhead Association of which Mr. B. G. Leighton is the director. The Division, realizing the potentialities of the Winter attractions of Northeastern Minnesota, is mobilizing interests, promoting programs, issuing bulletins of information, holding institutes and helping in every possible way to coordinate, dramatize and publicize already existing winter sports opportunities. Further information may be secured from Mr. Leighton at Village Hall, Hibbing, Minnesota.

ist of Supplies and Equipment

General Supplies

-thermometer
-carpenter's spirit level
-stable shovels
-snow shovels
00 to 450'—1-inch garden hose
-1" garden hose nozzle
-axe, S. B.
-pickaxe
-pickaxe handle
-galvanized pails
-brooms
-tool box
-first aid kit
300'—½-inch rope
1—carpenter's hammer
1—pair pliers
1—hand ice scraper
1—whetstone

Special Supplies for Plan No. 1

-bricklayer's trowel
-pointed
00'—shoemaker's string
-sprinkling can
)—60-penny nails
1—galvanized washtub
1—1½" Rigby frame
1—4" Rigby frame
1—8" Rigby frame
1—Rigby starting frame

C. Special Supplies for Plan No. 2

2—10' starting handles
1—frame for toboggan slide former (Minneapolis design)
12—stakes 1"x2"x4'
3—sacks of sand
12'—½" rope

Suggestions for Constructing the Slide. Plan No. 1

1. After selecting the site for the toboggan slide, see that all obstacles such as trees, stumps and boulders are removed.

2. Fill in deep depressions with snow thoroughly packed and soaked with water. Look out for seepage of water.

3. Along the course of the slide and on the slope fill in with snow about 18 inches deep and 3 feet wide.

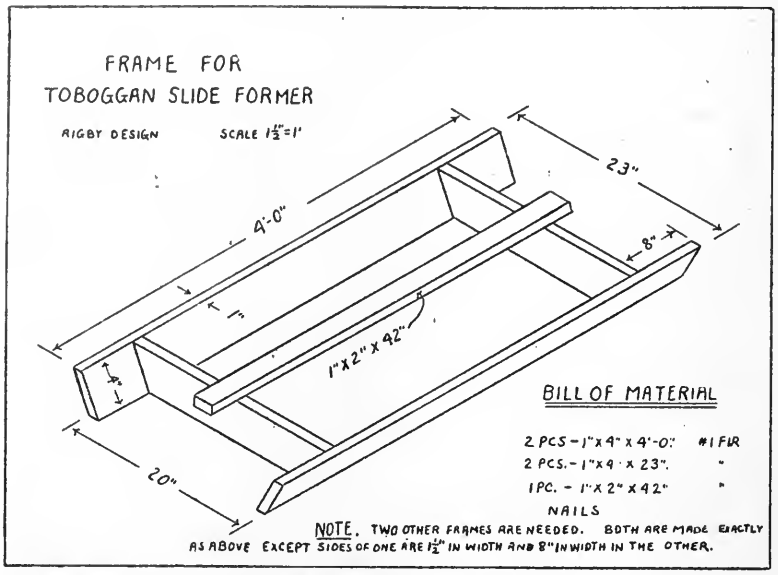
4. Starting at the bottom of the slope, spray the snow with water, working towards the top of the hill. At the same time. stamp down the snow and make surface smooth. Look out for seepage of water. This method pre-supposes that a water hydrant and hose are available. In the farm communities or forest regions apparatus similar to the forest fire-fighting pumps and hose are excellent for this purpose.

5. Repeat process on the level section of the course with snow about 12 inches deep, stamping down thoroughly and making as smooth as possible.

6. Another method of building a foundation is to make a heavy slush of snow and water, starting at bottom of slope and working towards the top, covering the course with slush 2 inches deep. Use a bricklayer's trowel to make surface smooth. This method requires less water and should be used where water must be carried and a hydrant is not available.

7. After the foundation has frozen solidly, start from the top of the hill and lay out a guide line about 12 inches to the left of the center and along the course. Use 300 feet of shoemaker's string and 60 penny nails or stakes. Nails should be used as stakes and placed 25 feet apart. The line will mark the left inside top edge of the trough.

8. Then, starting at the bottom of the slope and working towards the top, place the 4" Rigby


FRAME FOR
TOBOGGAN SLIDE FORMER
RIGBY DESIGN
SCALE 1½"=1'
4'-0"
23"
8"
1"x2"x42"
20"
BILL OF MATERIAL
2 PCS - 1"x4"x4'-0" #1 FIR
2 PCS.- 1"x4"x 23". "
1PC. - 1"x 2"x 42" "
NAILS
NOTE. TWO OTHER FRAMES ARE NEEDED. BOTH ARE MADE EXACTLY AS ABOVE EXCEPT SIDES OF ONE ARE 12½" IN WIDTH AND 8" IN WIDTH IN THE OTHER.

This frame for toboggan slide former, (Rigby design), is an important feature in the construction suggested for Plan No. 1.

frame for toboggan slide former parallel to and just touching the guide line. (See drawing of Rigby frame.) If slope is very steep use the 8-inch frame.

9. Pack in heavy slush against the sides of the frame and slope it outwards, making surface smooth with a pointed bricklayer's trowel. Advance the frame and smooth over inside surface of the newly constructed side of trough with trowel. This smoothing over process with the trowel helps to fill in creases, glosses and hardens the surface, and helps prevent seepage of water. This glossing process is very important.

10. Repeat this process along the entire length of the slide on the slope and on the guide line side of the frame only.

11. After one side of the trough has been built and frozen solidly, place the frame at the bottom of slope snug against the newly constructed side. Using the same method described above, build the other side of the trough.

12. To build the sides of the trough on the level the same method is employed as on the slope except that a 1½" Rigby frame is used.

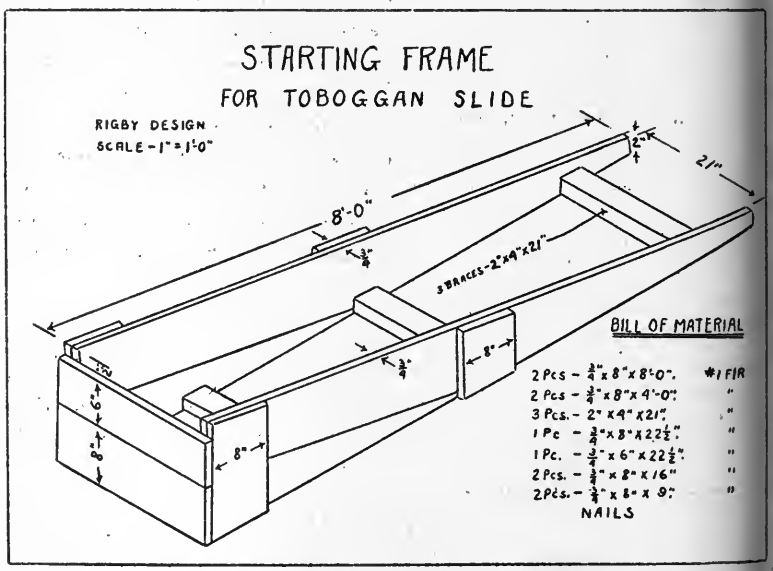
13. The starting frame (see drawing) is placed at the top of the hill in such a way that it will be a continuation of the trough. Fill inside with slush to within two inches of top edge of frame, making a smooth sloping surface that will be a continuation of the bottom of the trough. To hold frame in place slush is packed around the frame.

14. From 8 to 10 feet from the end of the starting frame a 6-inch square hole about three inches deep is cut in the center of the trough. By inserting the thick end of a pickaxe handle in this hole and holding the other end of the handle, the starter is able to hold a toboggan in place until it is loaded and ready to slide down the hill.

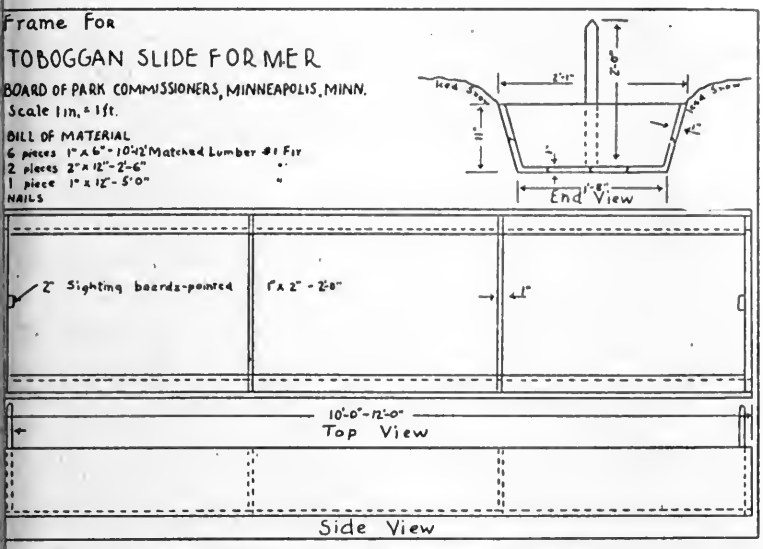
15. Before using slide, eliminate all ice projections, bumps and sharp edges. A hand ice scraper, sharpened with a ½" bevel on one side and ⅛" bevel on other side is excellent for this.

16. On the path returning to the top of the hill and on the slope, steps or footholds cut into the hardened snow will make the return trip easier and safer. If the hill becomes icy, cover with sand.

17. Where the lower course of the toboggan slide continues on a frozen lake surface, the snow


STARTING FRAME
FOR TOBOGGAN SLIDE
RIGBY DESIGN
SCALE - 1" = 1'-0"
2"
21"
8'-0"
¾"
3 BRACES - 2"x4"x21"
BILL OF MATERIAL
2 Pcs - ¾"x 8"x 8'-0". #1 FIR
2 Pcs - ¾"x 8"x 4'-0" "
3 Pcs. - 2" x 4" x 21". "
1 Pc - ¾"x 8"x 22½". "
1 Pc. - ¾"x 6"x 22½". "
2 Pcs. - ¾"x 8"x 16" "
2 Pcs. - ¾"x 8"x 9" "
NAILS

The starting frame for the toboggan slide, which is also of Rigby design, is used as a continuation of the trough.


Frame For
TOBOGGAN SLIDE FORMER
BOARD OF PARK COMMISSIONERS, MINNEAPOLIS, MINN.
Scale 1 in. = 1 ft.
BILL OF MATERIAL
6 pieces 1" x 6" - 10'-2" Matched Lumber #1 Fir
2 pieces 2" x 12" - 2'-6" "
1 piece 1" x 12" - 5'-0" "
NAILS
End View
2" Sighting boards-pointed
1" x 2" - 2'-8"
10'-0" - 12'-0"
Top View
Side View

lan No. 2 calls for the toboggan slide formerly used / the Board of Park Commissioners of Minneapolis.

ould be cleared off on a course 12 feet wide. 2" trough should be built, through the middle the course, and on the ice surface, to the end the trail.

lan No. 2

1. After selecting the site for the toboggan de, see that all obstacles such as trees, stumps, ulders are removed.

2. Fill in deep depressions with snow thorghly packed and soaked with water. Look out r seepage of water.

3. Mark the course of the slide out every 100 feet with fourot stakes.

4. Place the frame of the toggan slide former at the brow of e hill and sight the form in place ith stakes set out for the course the slide. (See drawing of ame for toboggan slide former Minneapolis design.)

5. Place two or three sacks of nd in the frame to give weight it, thus helping to pack the ow in the bottom of the slide.

6. To draw frame along or to ld in place, attach to front of ame a ½" rope 12 feet long.

7. Use a spirit level to make re that the frame is not leaning deways.

8. Using stable shovels, pack the snow against the sides of the frame sloping it outwards. Use only clean snow, since any foreign material, such as leaves, grass or paper makes the sides of the slide more pervious to the sun.

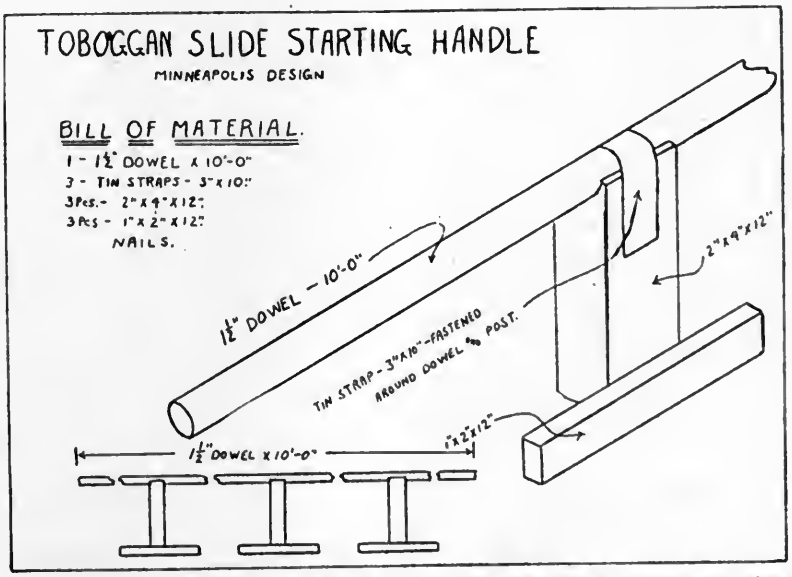
9. Move the frame down hill, sighting it in place with the stakes and then repeat the process of packing the snow.

10. When approximately 200 feet of the slide, or trough, have been finished, start sprinkling the sides, applying only a very fine spray. Use a garden hose with a nozzle. It is necessary to go over the entire slide many times to make sure that the water penetrates through the walls.

11. It is important to see that the sides are not rough and that no sharp edges stick out which may cut the hands of the toboggan riders.

12. If the temperature is too severe, difficulty will be experienced in making the water penetrate the snow. It will freeze a hard crust on the outside, preventing any more water from soaking in. Such a crust will not stand up well and will need constant patching.

13. When the path back to the top of the slide becomes hardened, steps can be easily made with a spade or pickaxe. Instead of steps, small foot-


TOBOGGAN SLIDE STARTING HANDLE
MINNEAPOLIS DESIGN
BILL OF MATERIAL.
1 - 1½" DOWEL x 10'-0"
3 - TIN STRAPS - 3" x 10"
3 Pcs. - 2" x 9" x 12"
3 Pcs - 1" x 2" x 12"
NAILS.
1½" DOWEL - 10'-0"
TIN STRAP - 3" x 10" - FASTENED AROUND DOWEL & POST.
2" x 9" x 12"
1½" DOWEL x 10'-0"
1" x 2" x 12"

The toboggan slide starting handle is important since it prevents the toboggan from starting unexpectedly.

holds may be chopped in the hardened snow. Where the slope is very steep, it is desirable to build a stairway.

14. Extend the slide or trough back from the brow of the hill about 15 feet and on a grade so that the end of the slide is about 15 inches above the ground. The sides of the trough of this 15-foot section should be gradually reduced in depth from 11 inches to 2 inches at the end or starting point.

15. A 10-foot toboggan slide starting handle, one at each side of the slide, should be installed five feet from the starting point. This handle gives the riders a chance to keep their toboggan from starting before everyone is seated and ready. The handles are set in place so that they are about two inches above the sides of the trough and are frozen in the side walls with short stakes. (See drawing of toboggan slide starting handle.)

Suggestions for Care of Slide

1. Heavy slush of snow and water mixed in a pail or tub makes excellent material for patching a slide.

2. Sections of a slide that are exposed to the sun, or on warm days, can be kept in condition by covering with a thick blanket of snow, pine branches or gunny sacks.

3. To compensate for the wear and tear on a slide, it is well each day to sprinkle with a fine spray of water after the slide has been swept clear of snow and other foreign material. The sides and bottom of the trough should soon become smooth as glass.

4. Hot water sprayed on a slide will improve and toughen the sliding surface.

5. Inspect the slide each day for projections, rough edges, or broken sections.

6. Use a hand ice scraper to cut off projections, rough edges, humps, or rough surfaces. The scraper should be sharpened with one edge bevelled about ½" and the other edge bevelled ⅛", and kept with a razor-like edge by using a whetstone frequently.

7. If slide becomes too fast, this can be remedied by snow, sawdust, or sand.

Instructions to Starter

1. You are the host. Those using the slide are your guests. Consequently, your attitude will almost invariably determine the attitude of the "guests" and will help to eliminate many problems of discipline. A smile is contagious. The right social atmosphere around the slide is very important and should be encouraged and developed.

2. Enforce all rules firmly and courteously.

3. If it is necessary to leave your post, ask some other worker or adult to take your place temporarily.

4. See that the rules governing the use of the slide are placed where they can be easily seen.

5. See that the slide and the toboggans are in repair and safe to use at all times.

6. Open and close slide at the times scheduled.

7. Enforce the curfew law. Children should be discouraged from using the slide at night. Encourage adults to attend at night.

8. Keep supplies and equipment locked in tool box.

9. Use discretion in mixing children, adults, and certain "undesirables" on the same toboggan. Tactfully encourage homogeneous grouping of riders.

Rules Governing Use of Slide

1. Sliding is allowed only on the slides.

2. Standing or kneeling on toboggans is not allowed.

3. Toboggans should not be overcrowded with riders.

4. Foremost rider should not extend legs over front of toboggan.

5. Riders must face front, not ride backwards or sideways.

6. Person in front must hold up legs of person behind him.

7. Do not extend legs or arms outward from toboggan.

8. Never try to tip or upset a toboggan while it is in motion.

9. "Clear the track" as soon as possible at the end of the slide.

10. Look out for on-coming toboggans.

11. Return to top of hill on the path provided for this purpose.

12. Throwing snow in face of riders while traveling on the slide is prohibited.

A Few General Suggestions

Notices

The Winter Sports and Recreation Division of the Minnesota Arrowhead Association, in issuing information regarding toboggan slides and bump-the-bumps, offers the suggestion that notices

(Continued on page 450)

A "Turn Over a New Leaf" Party

By MARY J. BREEN
National Recreation Association

PERHAPS resolutions are made to be broken, but New Year's Eve will always be a time for making solemn promises to "turn over a new leaf." It is a kind of perennial rejuvenation when we pack away old troubles and take a new breath for the next year's race. Why not make this year's watch-night party a "Turn Over a New Leaf Party" so that all can make their good resolutions at the same time. Perhaps the strength in numbers will make it easier to live up to this year's good intentions!

The Invitation

This particular party is suggested for home socials or parties for small groups. Some of the ideas may be suitable for larger affairs, but others would not be practicable.

Write the invitation on a leaf cut-out in two colors. This can be made with two-tone paper obtainable at almost any stationery store. The paper should be folded and cut as shown in the accompanying diagram. Be careful not to cut to the edge of the paper along A B or you will have two single leaves instead of one double one. On the outside leaf write, "This is an old leaf. Turn it over." And on the inside, write the following:

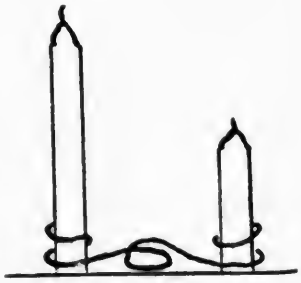
"Planning to turn over a new leaf in 1933?
If you are, join our party on New Year's Eve
At.....
Time.....
P. S. Come resolved to have a good time."

The Decorations

The theme suggests the decorations. Artificial leaves can be bought in any large department store or can be made simply and inexpensively with crepe paper and wire. If you can plan to make them yourself, select a crepe paper design having many leaves. Cut out all the leaves. Paste two of a kind together, leaving a small opening to insert the stem made by wrapping thin wires with green crepe paper. If you want greater variety make cardboard patterns of a number of different types of leaves and cut them out of solid colored crepe paper in various hues. Vivid fall colors, although not in season, will contrast effectively with the rich red and green of Christmas holly wreaths and evergreens.

An attractive table centerpiece can be made as follows: Select three boxes of graduated size having a square or round base. Each box should be not more than four inches high. Cover the outside of the boxes with crepe paper leaves. Paste on only a part of the leaf so that the leaves will overlap each other and the boxes when covered will not look flat and stiff. The largest box forms the foundation and is placed on a bed of evergreens and holly. The next largest is placed on the top of this and the smallest one on top of the second. On the smallest, which should be at least 8 inches square or 8 inches in diameter, put two stout red Christmas candles of the same circumference but of different heights. These, of course, symbolize the old and the new years.

To carry the idea further place a large and a small red birthday candle at each place. The holders for these candles can be made by twisting paper covered wire around each candle and into a center coil as illustrated in the diagram. To the center coil attach a pair of holly leaves and a place-card tied with red ribbon. (A cardboard leaf under the candles will protect the tablecloth.)



The Candle Holder

Light the candles just before the guests enter the dining room.

The Program

When the guests arrive present each one with ten acorns or dried berries and a name card. Request them to display the latter prominently. These name cards should also be leaf cut-outs. They can be made of thin cardboard or mat stock which is firmer than crepe paper and smooth enough to write on. Punch a hole in each one and draw a piece of colored string through it so that the guests can fasten the name cards to their button-holes or their dress trimmings easily.

On one side write the name of the guest and a number. To pair off guests write the same number on two cards and give one to a man and one to woman. On the other side of the leaf write, "I resolve to turn over a new leaf and not to ..... This takes effect immediately." Write the resolutions yourself to be sure they are appropriate. Select those which poke good-natured fun at your guests' personal idiocyncracies and which are simple enough to fulfill during the evening. The following resolutions are suggested as possibilities. Choose others if these do not fit your particular guests.

1. Bow each time you address a lady.
2. Clear your throat before answering any questions.
3. Do not speak affectionately to your wife until after you leave the party.
4. Talk about your pet theory of government whenever you can get anyone to listen to you.
5. Do not laugh audibly unless your partner nods her head and gives you permission to.
6. Say "sir" whenever addressed by a gentleman.

Partners are responsible for seeing that their better-halves live up to their resolutions. Every time a person breaks his resolution he gives one of his acorns to his partner. Those who have no acorns left at 12 o'clock perform a group stunt for the lucky ones who have been able to keep their promises.

The games suggested for the evening follow:

Leaf Guessing. Divide the party into groups of four. Hold up before them cut-outs or pictures of leaves of various kinds. The first person to recognize a leaf calls out its name. If correct, a point is awarded the group to which he belongs. The members of the group receiving the greatest number of points are absolved from the resolutions made on their arrival.

Scrap Book Leaves. Give each person a scrap book with pages made of brown wrapping paper. These can be fastened together with heavy cord or colored ribbon. Paste a colored leaf on the cover and write on it the name of one of the guests present. Distribute magazines, straight pins and scissors and instruct the guests to pin in their scrap books pictures illustrating the life of the person whose name appears on the cover. Be sure no one present illustrates his own scrap book and that no one except the person making the scrap book sees it until it is finished. When all are complete, exhibit them separately and have the author of each book explain the "why" of each picture. This game is good for at least a half hour, and is a sure fire fun-maker.

Many interesting old customs are associated with New Year's. In certain parts of England it was customary, as soon as the clock struck twelve on New Year's Eve, for the young people to rush off to the nearest spring of water. The first one to taste the water drawn, which was called the "cream of the well," might expect to have good luck during the coming year.

Scouting for Leaves. Write the letters of the alphabet on cards about four inches square. Prepare three sets of these letters omitting from the last two sets such letters as q, x, y and z. Shuffle the cards. Then, holding them face downward turn one card up at a time saying each time, "Name a leaf starting with this letter." The first player who gives the correct answer receives the card. If no one answers in five seconds return the card to the pack. The person holding the highest number of cards after the pack has been gone through three times is declared the winner.

"Lief" Pantomimes. Since you've had a chance to wish resolutions on your guests it is only fair that they be given a chance to do a little wish-thinking themselves. For this game give each one a leaf cut-out similar to the name card on which is written "I'd just as 'lief' be a..... ....., as a ....." "Lief" means to prefer, of course. Instruct each guest to write in the first space the type of person he would like to be if he had a chance to change his destiny and in the second space his present occupation. When filled in, the cards

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The Volunteer Leader in the Recreation Program

As was announced in the November issue of *Recreation*, we are planning to publish a number of articles on the important subject of volunteer leadership. This month we are giving you the experiences of a number of recreation workers who, during the past few months, have conducted activities with the help of volunteers.

HIS YEAR the Worcester Girls Club is using volunteers to supplement the regular leaders so that more girls may be served.

As a first step a letter was sent all of the college clubs d to certain picked women's organizations in the city an effort to reach young people just out of college. The ter read as follows:

"The question has often been asked by members of ic organizations, 'What definite thing can our organiion do to help the work of the Worcester Girls Club?' very definite need has arisen this year and I am hoping t your organization will be interested in lend- us help.

"Because of the very rapid growth of the nior Girls Club during the depression we are pecting an extremely large registration this fall. e are hoping not to have to turn away many of se little girls, but our budget does not allow to hire the required number of leaders for our sent membership. If we can, however, reinrce our staff with volunteer workers to assist r regular leaders, we can better meet the need ich presents itself to us.

"We realize that in the city there are many ung people trained for service for whom posins will not be available this year. We believe t it would be to their advantage as well as rs, if they would give some of their time and ining to our organization.

"In order to find the best of them we are ask- that each woman's organization in the city ll find and help us make a contact with one ung woman willing to give two hours of one ternoon a week during the winter months.

"The requirements for this volunteer leaderip are sincerity, dependability and a genuine ing for girls. The scope of our program is de enough for the volunteer to choose almost y leisure time activity. Those in which we most ed assistance are gymnasium, dramatic, music, me nursing and game room participation. No tside preparation is required as the volunteers will be placed with trained leaders who will plan the work.

"Last year the junior membership reached 1,680 and was closed for lack of facilities to serve more girls. The aggregate attendance in the year's activity program was 32,051 or 9,832 greater than the preceding year. We have made a good beginning in work for underprivileged girls in the city, but we need the interest and cooperation of everyone in order to keep from losing ground during this depression time.

"May I have an early answer from you so that I may know if your organization will help?"

The response to the letter was gratifying and has had the result of creating a new interest in the Girls Club on the part of the organizations approached.

A number of married women with splendid background and college training responded. They were especially willing to give time when they were assured that no large amount of outside preparation was necessary since they were to assist trained leaders.

Each woman volunteer was asked to fill out a blank, stressing the fact that the agreement was a signed contract made in good faith and providing that the number of hours promised should be covered by a substitute when the volunteer could not herself be present. The blank asked for the following information:

Name .....
Address .....
Telephone..... *Training* .....
.....
.....
Experience .....
.....
.....
Do you like girls?.....
What ages do you prefer? .....
What part of the program interests you particularly? .....
Will you be absolutely responsible for covering certain hours every week? .....
How many?..... *What day?*.....

Through the volunteer leadership plan it has been possible to take care of practically all the larger groups at the Club except a few gymnasium classes.

In a Southern City

Last summer the Department of Recreation and Playgrounds of Lynchburg, Virginia, used volunteers with splendid results. No definite appeal for volunteers was made, but several playground leaders who had been employed in previous years, a number of orphanage girls, several associated charity workers and a few college girls and boys offered their services. In most instances the Department offered to pay the carfare of these workers but few of these offers were accepted. All the volunteers attended a short training course before starting in work. After the closing of the playground season many of them continued to volunteer in handcraft activities and in entertaining the sick and patients at the children's hospital. During the winter they will assist with basketball and boxing.

Volunteers for New Bedford's Playgrounds

For the first time in four years the children of New Bedford, Massachusetts, last summer enjoyed playgrounds. Since 1928 the city has lacked funds for proper equipment and leadership. This year, with the need greater than ever, the *Standard Mercury* of which Basil Brewer is publisher, took the lead in providing the children with safe play spaces. A local committee was formed headed by Charles N. Serpa, local attorney, to organize play centers. On the committee were Chief of Police McLeod, School Superintendent Keith and Father McKeon, head of Catholic Welfare. Sub-committees were appointed to take charge of finances, personnel and equipment. One of the chief objectives of the campaign was to secure volunteer play leaders who would work under the leadership of two experienced playground workers serving as field supervisors. One hundred and fifty volunteer play leaders were called for; more than two hundred individuals responded. These workers were assigned to the six city parks for periods of service ranging from a few hours a week to six days. The plan involved keeping the centers open until Labor Day and establishing additional centers as personnel and equipment were available. All leadership and much equipment were donated, including two cars for the use of the supervisors. The *Standard Mercury* raised a fund for the purchase of equipment.

In a Louisiana City

Three years ago when the Monroe, Louisiana, Recreation Board was organized there were no trained leaders for the playgrounds. It was decided to hold a training course for volunteers. As a result of this, twelve people became volunteer playground workers and no paid workers were employed. The following winter one of the summer volunteer workers was taken on the staff as an employed worker. In the spring two additional after-school playgrounds were opened, and in employing workers preference was again given volunteers who had worked on

(Continued on page 451)

In storytelling many volunteers are finding a fascinating field for playground service.

Courtesy Greenwich, Conn., Recreation Board

With Nature in Winter

A stroll through the woods at this time of the year will lead you to fascinating adventures.

THE GROWING season is definitely over, and many wild things are lying down to rest until the spring awakening. Trees have withdrawn the sap from their limbs which are leafless now, but the buds for next year are securely covered by the tough scales which protect them from the changing weather. Humbler plants are dormant under the blanket of dead leaves, and others will live again only in their offspring. Their seeds have been scattered in myriad ways and in the frozen ground wait the call to life.

Woodchucks have been sleeping since the middle of October. They have grown so fat on luscious clovers and grasses during the summer that regardless of the fact that there still may be plenty of food, they give themselves up to the spirit of lethargy which steals over them at this time and settle down to a long, lazy peace until February second at least! Do they *really* waken then to see what the weather is?

Snakes are hibernating, too. Sometimes a number will coil themselves into a compact mass where they remain inert and apparently lifeless until the warm rays of the sun start the sluggish blood to circulating and stirring them to movement.

Earthworms have burrowed below the frost line, and if some courageous robin has decided to remain for the winter he must look elsewhere for meat. Let us put out some suet for him when the ground freezes. Nail or tie it to the limb of a tree. Many other birds will be grateful for it, too, in their own way.

Woolly-bear caterpillars, the larvae of the Isabella moth, seem hurrying to find the crevice in which to construct the felted cocoon which they make of their hairy clothing. Changing seasons apparently mean little to them as they may be seen even in midwinter when a warm spell allows them to go abroad.

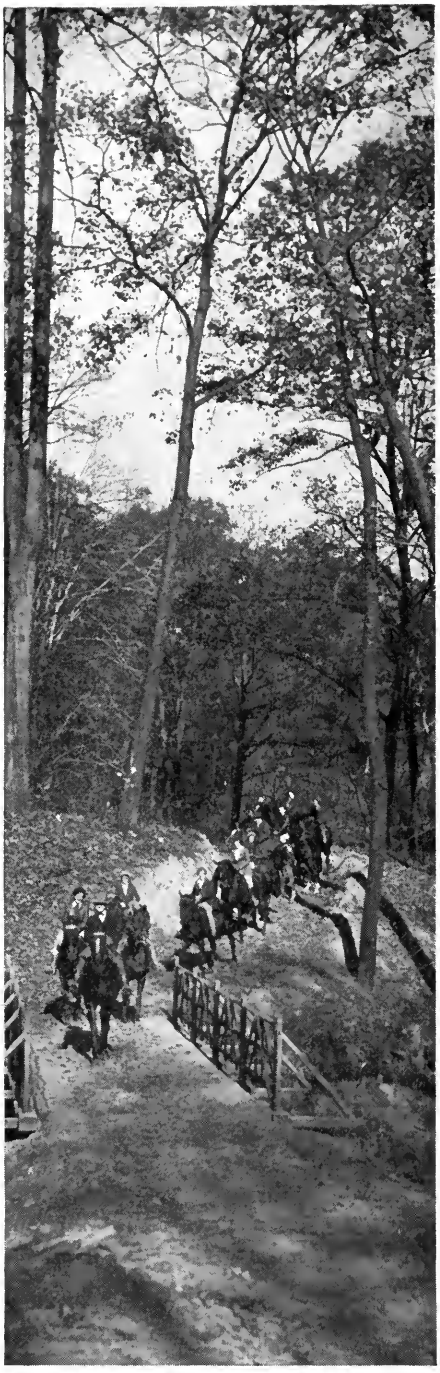
In grassy lands the meadow mouse has built a nest lined thickly with soft grasses, while the deer mouse has taken possession of some cavity in a hollow log or tree or an abandoned bird's nest, and has lined it with cotton or wool. These tiny mammals do not sleep through the cold months but are alert to escape the talons of owls flying silently through the dusk in search of just such delicious morsels as mice will afford them.

(Continued on page 451)

In the season when animals are hibernating and Nature sleeps, many "humans" become unusually active!

Recreational Features of County or Metropolitan Parks

By H. S. WAGNER
Director
Akron, Ohio
Metropolitan Park District



Eight miles of picturesque bridle paths wind through the beautiful five hundred acres of Sand Run Reservation without a single crossing of the three mile parkway. The construction of bridle paths is now quite generally accepted as an essential function of the metropolitan park.

THE importance of the county or metropolitan park in the scheme of recreation is demonstrated by the fact that the greatest growth in any of the branches of park development in the city, rural, metropolitan or regional, state and national, has been along this line. A total of 3,000,000 people visited the national parks in the past year with a full share of that attendance originating close to each of the several parks. One authority has stated that over 63,000,000 people visited metropolitan parks in 38 counties in the United States in 1930. In Cook County, the Chicago area, the annual patronage exceeds the 15,000,000 mark, and at Pittsburgh, the Allegheny County parks drew over 2,000,000 visitors in 1930. Here two parks aggregating 4,000 acres have been established in the past four years. In 1930 the estimated attendance in the Cleveland's metropolitan park area was over 3,000,000. In the Allegheny metropolitan park area in the first year of its availability to the public and with nothing more than special facilities for picnicking and riding, over 500,000 people took advantage of a single metropolitan park.

The automobile has played —and will continue to play —a very important part in this field, for although national and state parks are similar to metropolitan parks in that they all strive to provide primitive and natural conditions of flora and fauna, the most local of the three maintains the greatest appeal. National parks are our country's final expression of our many types of landscape, and state parks are truly those with state-wide instead of national limitations. Comparatively few people can reach all of the national parks, although many visit one or several of these majestic areas. Undoubtedly a larger percentage of our people will reach many of their own state parks rather than

Courtesy Westchester County Park Commission

Many county park systems are fortunate in having natural beaches and facilities for water sports

those of other states, but is it not reasonable to believe that metropolitan parks will continue to serve, especially in a local way, a far greater number of people and at much less cost? All of these parks are reached by the automobile with the partial exception of the national parks which are still patronized largely by those who use the railroads to reach them. Only a few of the state parks are served by railroad or electric lines. It might not be unreasonable to say that the state park is served nearly one hundred per cent by the automobile, and this is even more true of the metropolitan park.

In other words, from the standpoint of the people whom we try to serve, national parks lie at the end of a journey that may come at best once a year. State parks are places to travel to on the Fourth of July, Labor Day or during a vacation. Metropolitan parks, on the other hand, appear to contribute their very heavy patronage to the fact that they lie quite generally close enough to the metropolitan centers to permit reaching by an hour's drive or less. Accordingly they serve every day in the year and they permit the use by the people of the nearby congested cities that greatly exceeds the restricted week-end and holiday use which is the rule in the case of the state or national areas.

Recreational Features

Recreational features of the metropolitan parks will vary greatly in many centers. Much is dependent upon the facilities provided by the small park and private endeavors in the region. The metropolitan area will always provide completely for those who must necessarily enjoy passive forms of recreation. The very young and those of mature age must ever find complete enjoyment from the inspiration that contact with the out-of-doors alone can provide. Recreation after all is a process that is personal and individual. We may provide the individual with opportunities so numerous as substantially to prevent failure, but the change is not a mass but an individual transition. Fine landscapes are an essential part of—they are a most important feature of—metropolitan parks.

Golf. Foremost among features for active recreation is undoubtedly golf. Whether or not a metropolitan district should supply facilities for playing golf depends upon whether or not adequate and satisfactory provisions at reasonable prices exist through either public or private endeavor. The establishment of a golf course should follow study which certifies demand. That golf courses are proper features of metropolitan parks is accepted as a fact. They serve large masses of players; they are easily fitted into a natural landscape and require few structures to litter up that landscape.

Baseball and Football. Regulation baseball and football with their following of player and spectator do not have the place in the metropolitan park which indoor playground ball has. Wherever it proves proper to build stadia there it is, of course, recognized necessary to provide baseball and football fields. In most cases other than this regulation baseball and football fields will almost certainly be limited to provisions of a quality lower than in the city playground. Their establishment, we might agree, would only supplement the city field.

In place of the regulation baseball field we believe that indoor or playground ball should be amply provided for. No metropolitan park has come to my attention which has had too many open spaces permitting this game. Inasmuch as it is played by old and young, boys and girls, men and women, it has become a family game. A less refined turf provides a satisfactory surface and the smaller requisite area is, of course, an advantage that has a financial significance. Regulation baseball is an expensive game, whereas playground ball fits into the slender budget. The open space which permits playground ball in the summer also allows of the use of footballs by a great number of small groups not organized in the competitive games. Cricket, soccer, field and ice hockey, polo in its several forms, all may have their place in metropolitan parks.

Tennis and Quoits. Tennis and quoits or horseshoes may be properly fitted into the metropolitan park. Tennis, of course, is by far the most expensive and may be contingent upon fees which foot the bill. Quoit or horseshoe courts may reasonably be supplied without charge. Badminton may step in where tennis seems to be on the way out.

Rifle Ranges and Archery Courses. There are undoubtedly plenty of opportunities for establishing rifle ranges and archery courses, and the latter might easily become as attractive as golf courses have proven. In times when there are more hunters than game, more fishermen than fish, when conservation seems amazingly like conversation, I recall distinctly the plea of El Comancho that the hunter take less game, the fisherman less fish, if they as sportsmen really have an interest in the generations to come. Can any real sportsman have anything but childlike admiration for the hunter who is willing to stake his chances on a bow and a shaft? Is it not a possibility that the art of archery may be restored through the medium of the metropolitan park? Either target practice or archery golf, or both, might well be given a chance in such areas.

Water Sports. There can be no question about all the sports which use water as a medium, and perhaps we shall see boating, canoeing and even fishing confined to lakes, ponds or artificial bodies of water. With this segregation and for the purpose of sanitation, the wading and swimming will undoubtedly have to be confined to the artificial pool. For this reason, because we may find it necessary to have structural pools as distinguished from man-made lakes or natural lakes or ponds, it is proper to provide swimming pools in metropolitan parks. Natural or created lakes and ponds for canoeing and boating have great value in addition to their scenic beauty. We believe that the engine driven craft has only a meager reason for use in metropolitan parks. Such craft may be used in exceptional cases in those metropolitan parks which are more nearly state parks and in which the water area is exceptionally large.

Winter Sports. We should pay far greater attention to winter activities in the provision for tobogganing, sledding, skating, skiing and snowshoeing. The type of facility for each must be good; it must not be mediocre lest it fail of its purpose. Specially constructed toboggan, sled and skiing slides very often develop use by restricted groups of people resulting in competitive events which

Reports from park and recreation departments testify to the growing popularity of picnics.

Courtesy Westchester County Park Commission

nd to increase spectatorship rather than participation. Here education has its place.

Bowling on the Green. There is no reason o believe that bowling on the green should not ake hold of our people as it does the people of anada. Bowling greens add to present facilities nd do not detract from the appearance of metroolitan parks.

Nature Activities. Nature hiking, the esablishment of nature trails and trail side musems and the conducting of organized hikes contitute one of the most effective and fastest growng service in the metropolitan park. To assist ne metropolitan park patron in learning more of ne out-of-doors is to have a part in that patron's ecreation. A simple sign recently placed in one f our local parks calling the public's attention o the vivid scarlet and orange coloring of two reat sassafras trees has made thousands of peole conscious of something that they had only ooked at before. Nature guiding follows the ame law that teaches us when we make a new cquaintance, when we shake the hand of somene we have heard of, someone we have known f, someone we have passed by in days gone by. o know better the ways of nature is to receive reater benefits from it. Nature guiding is an ssential, perhaps the most essential feature of netropolitan park administration.

Picniking. Picnicking is but an adjunct to he work of the nature trail. The hearty meal efore or after the hike in the zestful out-ofoors provides the introduction or the climax to he kaleidoscope landscape of the metropolitan arks. In most cases the opportunity to picnic n scrupulously clean places in the out-of-doors rovides the one dominant urge to recreate outf-doors.

There is unquestionably a place in metropolian parks for the church and organization picnic. The parks provide parking, space to move about, certain facilities, and fine scenery. The same area becomes a focal point when a band concert s made the apparent reason for visiting the park. Actually it might not be unfair to suggest that he band concert is following the crowd to the metropolitan park and for that reason it must e cared for.

Horseback Riding. The construction of bridle path systems is quite general and is reasonably accepted as an essential function of metropolitan parks. These paths afford a growing group of people contact with the out-of-doors that they would otherwise lose. In addition, the bridle paths develop a means of access for policing those parts of the park which would otherwise be left remote and difficult to administer. There is no reason to believe that bridle paths cannot act as fire lanes in the wooded parts of the metropolitan parks.

Summer Vacation Camps. The advisability of the tourist camp is very questionable in the metropolitan park. The summer vacation camp, however, is a worth while feature when space for it exists and it fits the financial program without embarrassing other facilities which serve greater numbers of people. In nearly the same class comes the overnight shelter of the Adirondack shack type designed to the use of very small groups. Here again there seems to be too great a possibility for numerous difficulties in administering except in the cases of the structures confined to use of groups of boys or girls with adult leadership. Actual experience proves that the destruction and misuse of property, in addition to patronage of a dangerous character, begins at the same time that adult use of such facilities starts. Responsible leadership of an official or satisfactory unofficial character could fill this gap, but only on such conditions should this facility be established.

Play Apparatus. In addition, it seems proper to admit to metropolitan parks such apparatus as is generally found in city playgrounds. It should not predominate but it should have a place, for thousands of children are acquainted with these features, and if they are repeated in metropolitan parks as an introduction to the other things which the parks provide they will serve their purpose.

Amusement Parks. None of the so-called amusement park features should be found in the metropolitan parks. Every effort to provide features should be subjected to the simple criterion of being natural, not artificial, human, not mechanical. It is our responsibility to counteract the ineffaceable trace of the machine on the human race by providing genuine, natural growing attractions.

As dance halls and roller skating rinks commercially provided come to an end, it may be that similar and more carefully supervised facilities

(Continued on page 452)

Parks

A few recent developments and problems in this important field

Courtesy Parks and Recreation

Occasionally the physical make-up of a particular area suggests departure from the beaten path in its design.

THE QUESTION of layout and plans for park development is always of interest, particularly at a time when in increasing numbers public-spirited citizens are giving areas to be developed as parks and playgrounds, and much is being done to provide work for the unemployed through the park and playground program.

Problems of Layout

In an issue of *Parks and Recreation,* Alfred L. Boerner, landscape architect, Milwaukee County Regional Planning Department, tells of the problems arising in connection with Saveland Park and the way in which these problems were solved.

A pond and some fine trees existed in the park, providing a natural picnic site that the older settlers had used for years. The small lake had become tradition to the neighborhood. These factors competed with the location and size, which suggested a playground for intensive play as the orthodox procedure. However, after careful study of the region, it was decided that more play facilities would ultimately be provided on the school sites as they are acquired in that area, and that the park would serve a far more useful purpose if its natural assets were enhanced and it continued to contribute, as in the past, to the environment of the neighborhood. Active play was incorporated in the plan, but not the type that would seriously affect the quiet of the neighborhood.

The plan approved by the Milwaukee County Park Commission uses the west portion, which is wooded, for picnic purposes. Tables and benches are scattered about in the shade of the trees. It is interesting to note how many women now bring their small children to this portion of the park on hot summer afternoons.

Near the center of the park is a shelter of modified Colonial type which has a lounge with a natural fireplace and comfort facilities. The basement includes storage and a place for the attendant.

The area just east of the shelter provides a wading pool. This pool is of concrete, and is fed by two tile frogs that spit water into it. The water then overflows through the rill leading out of the east end of the pool into the lake. It is one of the main pleasures of the children to float sticks and chips down this rill. The wading pool is in constant use, and is flanked by two playgrounds, which provide a sand box and play equipment. The lake to the east of the wading pool will add further picnic area in the summer and skating during the winter months. It is surrounded by a walk and benches.

Winter sports in the form of coasting and skating have proven very popular. A demountable slide is erected temporarily for coasting in winter.

It is interesting to note, since its development, how this park is functioning and how it serves the public. It has become a park for the child of the playground age and also for the little children. The coming of the little child has also brought

he parent. On hot days there are generally one undred and fifty or more people using the park, hich is only three acres in size, even though the rea around it is still sparsely housed. If the roperty had been cleared of trees, graded to an bsolutely flat plane, fenced with a woven wire ence, it would probably have accommodated a ew more children in competitive games. Such a igh pressure plan would have been absolutely ecessary in a densely populated area. However, layout such as this, under conditions existing in hat neighborhood, which will stimulate the mind s well as the muscle of the user, will probably rove more useful, particularly because the school vill provide the active play areas. Even though he city grows around this neighborhood and absorbs it, the individuality of the area will always e maintained to some degree by the preservation f this old picnic site and beauty spot. In the neantime, the design succeeds in attracting little hildren and their parents into a park, as well as he children from eight to fourteen years of age, nd because of the facilities provided and the intimate type of development, the people of the eighborhood not only use the park, but one might say, live in it.

A Combination Park and Playground

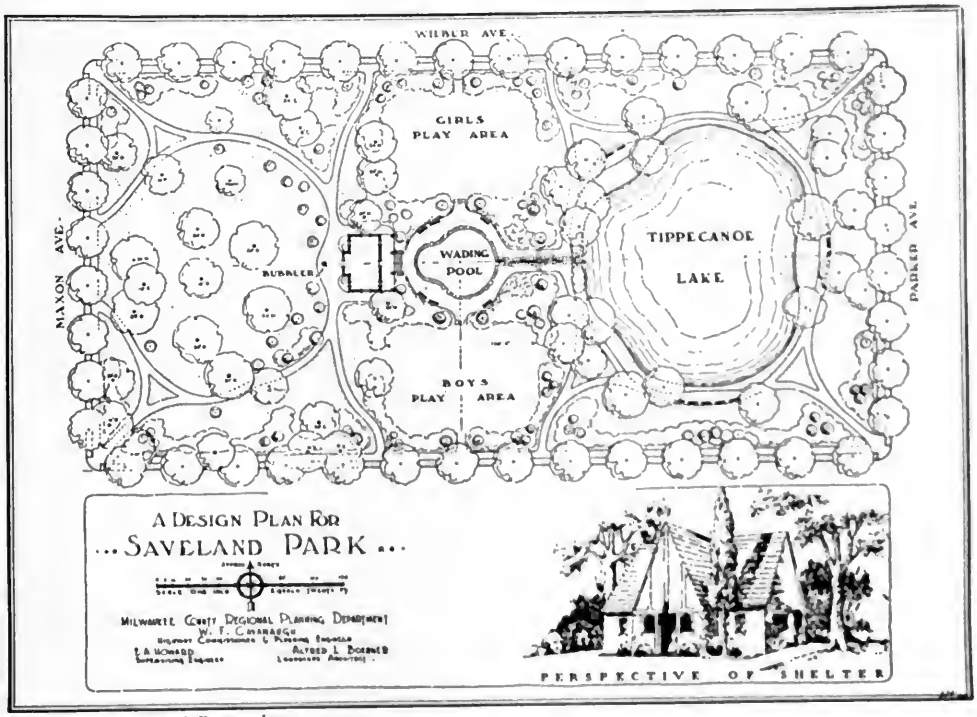
In Brooklyn, New York, too, beauty and use have been combined in a neighborhood park and playground recently opened by the Department of Parks. There are both park and playground features in this four and a quarter acre tract. Though located in a far more congested district than Saveland Park, it has been possible through attractive planting to create an atmosphere of spaciousness and beauty.

There is a border of street trees adjoining the walk, a wide planting of trees and shrubs, an inside walk furnished with benches, and another planting surrounding the playground. A field house is located near the center of the area between the boys' and girls' playgrounds. This house has a large play room and comfort station facilities; the basement is used for maintenance apparatus and for the storage of equipment. The girls' playground is equipped with a sand box, basketball court, volley ball court, sixteen baby swings, two slides, a horizontal ladder, one pair of parallel bars, one horizontal bar, twelve large link swings and eight seesaws. The boys' side is equipped in a somewhat similar manner except that a double handball court has been substituted for the baby swings. (See picture, page 432.)

Creating Beauty Spots Through Unemployment Relief Labor

An enthusiastic editorial in the Alton, Illinois, *Evening Telegraph* tells of the transformation gradually taking place in the city as old, unsightly grounds are being converted into recreation centers. An old pond, a menace to health because of its stagnant water, has become an attractive playground. A swampy section of the

An example of park planning which has a special attraction for little children and their mothers.



Courtesy Parks and Recreation

river front, infested with squatters and jungle tramps, is now a sightly city common with baseball diamonds and a boat dock. Unemployed labor plus the efforts of a neighborhood civic association have made a former pond, the receptacle of refuse of all kinds, into a recreation center in a neighborhood where there is a crying need, while another waste land has become a park. A playground for Negroes has evolved from a neighborhood tract. The fifty acre site of an unused pest house has been converted into a golf course.

Waukesha, Wisconsin, has completed its park program in the beautifying of the grounds adjoining Fox River and the development of Buchner and Horeb Parks. There is now a park acreage of sixty-five acres. All labor in the park improvement plan was done by the unemployed of the city under the supervision of the Engineering Department. City officials of Waukesha state that the city is now ten years ahead of where it would have been in normal times as far as facility expansions are concerned.

A Park Through Community Effort

There is a group in Cleveland, Ohio, known as the Sterling Park Improvement Association which has determined through its own labor and initiative to transform the barren playground in its neighborhood into a community park. A detailed plan of development has been prepared which will be presented to the director of parks for his approval. The plan involves the planting of one hundred trees, the fencing off of a central area as picnic grounds where mothers may take their young children, and the planting of the shelter house with vines and shrubs and the construction of shady walks surrounding the area. It is hoped to secure a fund of $2,300 from the city which will be used to build a new fence and for the purchase of plant material. A plan is being worked out whereby churches and similar organizations will take responsibility for certain sections of the park, and individuals will be responsible for the planting and care of a tree.

Catering to the Tastes of the Public

Playgrounds, like restaurants, Phelps Wyman, Consulting Landscape Architect of Milwaukee, Wisconsin, points out, sometimes cater to specialties while maintaining an all-around service. This is the case with the new Fourth Ward Park at Neenah, Wisconsin, christened "Washington Park." (See page 435 for layout.)

The specialty in this instance is baseball. Neenah has another new playfield in its high school athletic field recently highly developed through the interest of a leading citizen but there, under school conditions, football is the favorite, baseball not being provided, although playground ball is. The lack of baseball facilities in one place necessitated ample facilities in another. Here is space for baseball, for football as a side issue, and for playground ball.

The balance of the area, as described by Mr.

Vyman, has a somewhat irregular topography. t borders a sluggish stream and through a shal- ow broad depression a brook must once have run. This depression was flattened and dammed so hat it can be flooded for winter skating while in ummer it provides space for minor sports as orseshoes and volley ball. Three tennis courts nd an auto parking station are on a lesser upper evel across from the ball field. The auto parking ay excite curiosity. Its peculiar form is only hat it may occupy a space of peculiar shape be- ween existing trees and the property line and not ecause of any mystic merit of its own.

Near the northeast corner of the park is the eighborhood's public school with none too large playground. Here is overflow space for its chil- ren, with apparat- s and wading pool nd room for group games. But perhaps as important are odd corners here and there in the park for trees and shrubbery and for seats when the trees shall have grown. They give a landscape decoration to what is otherwise a playfield only and provide a little landscape enjoyment and rest to those not in active play. Neenah elsewhere is unusually fortunate in its contiguity with waterscapes of much picturesqueness, those of Lake Winnebago and the Fox River. This part of town has not that advantage. The Board of Park Commissioners were wise in making much of the topography and natural landscape advantages.

The Park and Active Recreational Uses

The problem of the uses of parks still arises from time to time. An interesting legal decision on this subject was reached a short time ago in Greenwich, Connecticut.

One of the most recent additions to Brooklyn's play areas, this playground has been enthusiastically received by the residents.

In 1908 Robert M. Bruce conveyed to the town a large tract of land with certain buildings on condition that the property would be used forever as a public park to be known as "Bruce Memorial Park"; that the dwelling house of the grantor, located on the tract, be used as a natural history and art museum, and that a second building on the property be leased for proper purposes. In 1909 Mr. Bruce died, and the land and buildings in question were taken over by the city. Residents and property owners adjacent to or in the immediate vicinity of the park have brought the complaint that the defendant (the city) is violating the terms and conditions of the deed of gift by maintaining upon a portion of the park a public dog pound, gasoline tanks, a repair shop for town road equipment in which noisy engines are operated, and by using parts of the park for public playgrounds where, among other activities, athletics of a professional character are conducted. Further, it was charged that the defendant was engaged in extending the use of the park for playground purposes by constructing public tennis courts upon a portion not proper for

such purposes and that by such uses the natural beauty of the park was being defaced and disturbances were arising therefrom which were not in keeping with the use of the land and buildings in accordance with the terms of the gift. The plaintiffs further alleged that such uses were not only contrary to the provisions of the deed but that they constituted public nuisances, and they asked for an injunction restraining the defendant from using or permitting the park to be used for business purposes and a public playground, and any uses not permitted under the deed of gift, and requested a mandatory injunction compelling the removal of the building now used and occupied as a repair shop. The principal question raised was the interpretation of the term "purposes of a public park." Mr. L. H. Weir of the National Recreation Association, who appeared as one of the witnesses of the defendant, gave the following definition:

"At the end of nearly three-quarters of a century of park development in the United States the term 'park' has come to mean any area of land or water set aside for outdoor recreational purposes, whether it be recreation of a passive or active nature or any of the degrees between these two extremes, and that the recreation is expected to come in part at least from beauty of appearance."

A number of quotations were offered by the defendant from *Parks—A Manual of Municipal and County Parks,* compiled by Mr. Weir.

The following conclusions were reached in the case:

"In a park the public may seek recreation. Such recreation may be active or passive. A public park is for the equal benefit of all, not for the benefit of a few or for one more than another. Recreational games for the benefit of the public, not for the benefit of a few, may be played. This conception eliminates professional and so-called semi-professional games from a park. Notwithstanding the fact that no admission fee is charged to the audience and no price or money award is given to the players, admittedly the hat is passed for a collection, score cards are sold, non-contributing onlookers are made to feel that they are not wanted, the money goes to the players; the game acquires little or much of the spirit of business; private gain as distinguished from public recreation. The definitions of the words 'professional' and 'semi-professional' are well known, not disputed, and it is not necessary to define them here.

"In what part of Bruce Memorial Park any recreational games are played lies in the discretion of the town and its duly constituted officers. The plaintiffs complain that the use of certain parts of this park for games will injure their private property. I find that with the exception of the maintenance of the repair shop for road equipment and the gasoline tanks and engines appurtenant thereto, the town has maintained no public or private nuisance in its use of the park. The sole remaining claim of the plaintiffs is that the town is violating the conditions of the original deed of gift.

"The plaintiffs ask the court to give them that of which they complain. They claim that the town gives benefit to individuals over the public in permitting the play of professionals. They ask the court to give them benefit over the public in prohibiting the playing of any games in the park near to their private property. They ask the court to benefit their private property by enjoining the playing of public games in a public park.

"A decree may be entered enjoining the use of any part of Bruce Memorial Park on and after September 1, 1932, for a dog pound, for a repair shop for town road equipment, engines and gasoline tanks; and further enjoining the defendant on and after May 1, 1932, from the use of any part of Bruce Memorial Park for the playing of any professional or semi-professional game."

A Few State Park Problems

At a meeting of the National Conference on State Parks held in Virginia Beach, Virginia, H. A. Evison, Executive Secretary of the Conference, pointed out a number of problems which state park officials are facing. Improper nomenclature and classification, he felt to be one of the pitfalls into which state park officials may stumble.

Sites of purely historical, archaeological or scientific interest should be separately classified, Mr. Evison felt, and two major classifications adopted — state park and state monument. This will take the monument group

Readers of *Recreation* will be interested in the announcement that until December 31, 1932, it will be possible to secure the two volumes of "Parks-A Manual of Municipal and County Parks" for $10.00. (The regular price of the Park Manual is $20.00.) After January 1, 1933, the offer will not be open.

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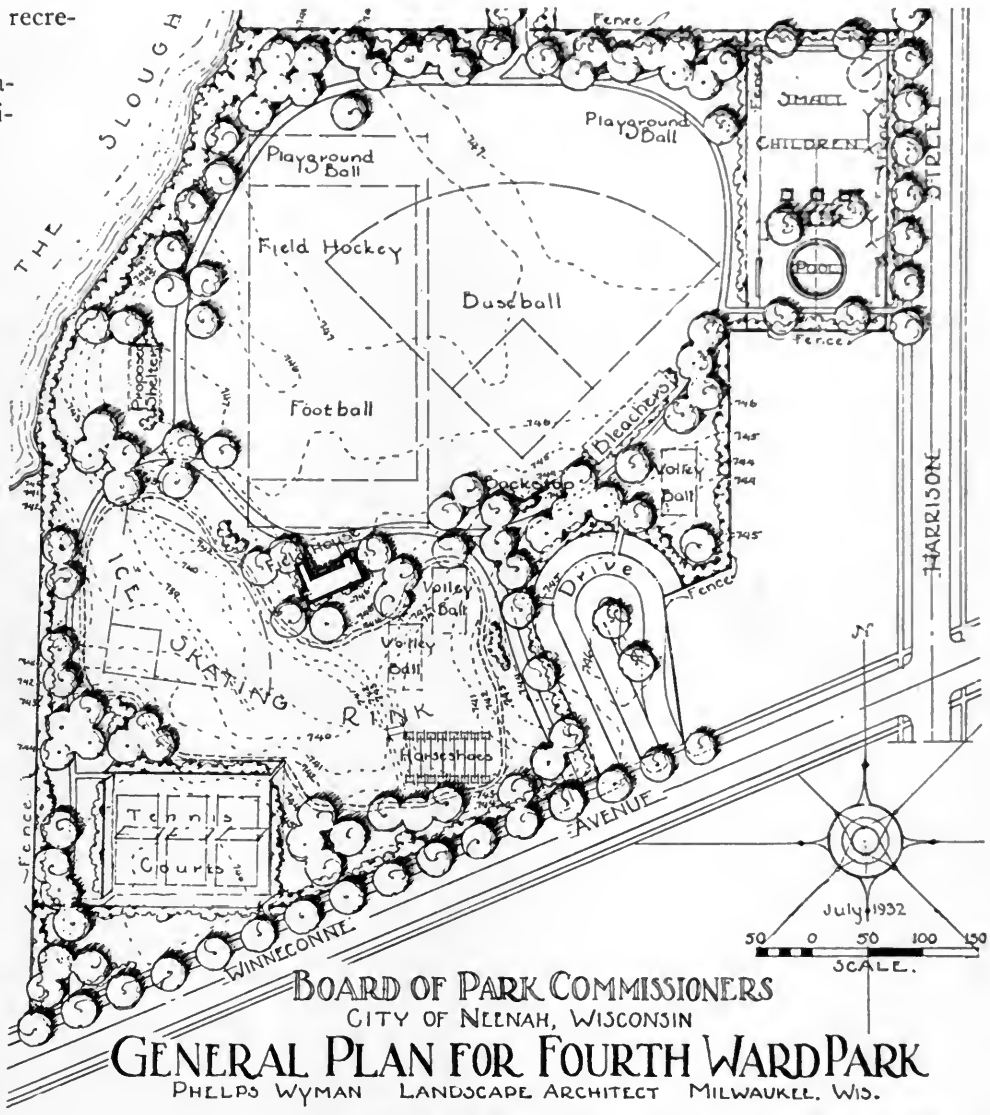

Washington Park in Neenah, Wisconsin, has made baseball its speciality though other sport facilities are included.

re are going to be park holdings in which use uld be limited largely to the eye or in which inite limits must be placed on the quantity of mping and picnicking use because they defi-ely modify and depreciate the beauty of the ce and subject it to unnecessary wear and tear a use that can be satisfactorily served in a ltitude of less scenic places.

"To meet the need for these activities, a num- of ways may be pointed out: (1) Secure ad-ent land; (2) Have all state parks of ample e, or until desirable acreage is obtained do not gard the park as a state park.

"Forcing the use or permitting use of an in-mplete holding is often nothing short of dis-rous to the state owned property itself. There is no reason except public pressure—and the public can be educated—why a state which finds it necessary to acquire a park by the expensive piecemeal process must carry that area on its maps as a state park or do anything with it except to hold it. There are numerous other areas small in extent and of very slight scenic importance or recreational value which could well be dropped permanently from the state park lists even though the state should continue to hold them indefinitely and safeguard them to a reasonable extent. And there are not a few which can reasonably be handed over to the cities which they serve almost wholly as local parks."

Another problem, Mr. Evison pointed out, lies

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A New Outdoor Recreation Center

A vast new park which provides to a remarkable degree facilities for both land and water sports.

A REAL recreational feature and a future asset for the citizens of Dallas, Texas, and her environs have been planned by the Dallas Park Board through former Mayor Tate's foresight in constructing a large municipal fish hatchery which has been stocked with more than 3,000 brood fish. The hatchery is located just below the earthen dam of White Rock Lake. The White Rock property, which is adjacent to one of the residential sections of the City of Dallas and is incorporated within the city limits, is only four or five miles from the center of the business district. It comprises approximately 2,500 acres of which from 1,200 to 1,500 acres are under water, leaving the remainder of the area for recreational purposes.

It is the plan of the Board to hold the young fish for one year in specially constructed tanks where they will be fed properly and then to turn them loose in city owned waters, especially in White Rock Lake near which the hatchery is situated. Special arrangements are being made for new piers, water lilies and native moss, such as foxtail variety for fish cover and feed. In doing this the Park Board has turned an eyesore into a thing of beauty as well as utility, by constructing a fishing pier 400 yards long on top of the sewer and water line which crossed Dixon's Branch in the northeast end of White Rock Lake. From this fishing bridge or pier hundreds of people will be able to enjoy the sport with the rod and line.

There are twenty-six tanks in the Dallas Municipal Hatchery, ranging from one-half to one acre each, which are filled with water from the lake proper. All of the tanks are arranged on a main line of drainage and any one tank can be drained within two to three days and refilled within two days. The brood fish which the Park Board has already placed in the tanks include black bass, striped bass, warmouth bass, white perch or crappie, blue fill bream, cherry bream, green perch and channel cat. The hatchery is in charge of Leslie French, the foremost authority on game fish in Texas. Mr. French has spent thirty years of his life either in the employ of club lakes or the State of Texas propagating fish for Texas streams and lakes. It is his belief that the capacity of the twenty-six tanks will range from one million to two million fish per year, depending upon the favorable and unfavorable brooding and rearing conditions. If this capacity

Sometimes a dream comes true! Dallas has had this experience in seeing its cherished plans for White Rock Park realized.

does not prove adequate to the needs of municipally owned waters, provision has been made to enlarge the city's hatchery.

The Park Board plans to charge a minimum fee of $1.00 per year for a fishing permit and to limit the size and number of the catch each day per person in order that the supply of fish will be adequate for all who want to enjoy the sport made famous by Izaak Walton. No distinction will be drawn between the citizens of Dallas or Dallas County and those from other parts of the state. Anyone who pays the necessary license fee will be allowed to use the facilities. The fish hatchery, together with the concrete swimming beach and concessions made possible by these recreational facilities, are expected to bring in enough revenue to the Park Board to maintain the entire property.

Recreation Facilities

The concrete bathing beach at White Rock, which is a feature of the development of the property, is 600 feet long and runs out into the water 150 feet. The entire bottom is a 6-inch concrete slab. The curve of the beach is so constructed that the sand from the beach cannot wash down into the pool. There are three steps from the top of the curb to the floor of the pool. A concrete boat house with thirty large stalls has already been built. Tennis courts, baseball diamonds and picnic facilities have been erected around the border of the lake, which is completely surrounded by a boulevard fifteen miles long. Native trees, such as weeping willows, elms, hackberries and pecans, have been planted either around the shore of the lake or around the boulevard.

All of the tanks of the fish hatchery have been planted with weeping willow and water lilies in order that the hatchery itself will be not only a thing of utility but of beauty. The minnow concession, as well as all other concessions, will ultimately be under the management of the department. The main reason why all minnow concessions in a recreational development of this kind should be under the administration of the department is the fact that in seining for minnows thousands of small bass, crappie and bream are caught which should be transferred immediately to especially constructed tanks and kept until they are ready to stock the lake.

In addition to the features mentioned, the development of White Rock Lake, which was undertaken only after careful planning by L. H. Weir of the National Recreation Association, includes another golf course for Dallas. Among other plans for the future are special picnic facilities for private groups, both large and small. These will include small ovens for fish fries, weiner roasts, barbecue pits, benches and tables, refrigerators and cooking utensils. A service

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Everything that makes for a highly successful picnic is to be found in this beautiful grove.

Recreation on the Nature Trail

By
WM. P. ALEXANDER
Assistant Curator of Education
Buffalo Museum of Science

Courtesy Buffalo Museum of Science

For those who find their recreation in the "seemingly aimless stroll."

PARKS, whether created by municipalities, counties, or the state, are brought into existence for one vital purpose, that of providing pleasant areas to which our citizens may repair for recreation. Apart from furnishing a great variety of ways in which our people, young and old, may disport themselves as fancy dictates, most parks have in addition considerable beauty, either man-made or natural, which makes its appeal to folk who visit such areas mainly because they are fond of sauntering in beautiful places. Such sauntering is also a recreational activity and one not to be thought of as lacking in beneficial reactions to both body and mind.

The main attractiveness of the park to visito who can see beyond golfing, baseball, canoeir and the like, lies in its physical features and tl vegetation with which man or nature has covere it. Our citizens who take their recreation in tl seemingly aimless stroll are the ones undoubted who appreciate to the fullest extent the plant li

and landscape of their favorite parks. It is the person of this type who most frequently expresses the wish that he or she might know the components of the landscapes more intimately, and the regret that trees, shrubs, and other plants are not generally labeled for his or her instruction and delectation.

Believing that people harboring this desire are more habitually found in parks than is usually supposed to be the case, representatives of the Buffalo Museum of Science, cooperating with six prominent outdoor organizations of Western New York, undertook an experiment during the current year planned to serve nature-loving visitors to the major playgrounds of the community and to establish, if possible, a new and profitable trend in park recreation.

Six nature trails were prepared in as many parks, three situated in the City of Buffalo, and three extra-urban in Erie County, New York. A seventh was maintained in the Alleghany State Park of this State. The trail, which had its inception in the last-named recreational area some thirteen years ago, is now a recognized educational idea that has been put to work in many parts of our country and which by 1930 had crossed the Atlantic, for in that year a trail patterned after the best to be found in the United States was laid out in a large city park of Leipzig, Germany.

In its simplest and most effective form, a nature trail is a narrow path leading through sections of park or woodland chosen for the richness and variety of the natural history materials flanking it and one made alluring by a succession of well-written non-technical labels which name the specimens and give important information regarding them. In other words, a nature trail is a roofless museum the width of a foot-path, a mile or so long.

A Joint Project

Leaders of such outdoor organizations as the Woodcraft League, Alleghany Field and Trail Club, Boy Scouts, Girl Scouts, Camp Fire Girls and Girl Reserves, acting with the Buffalo Museum of Science, this year ventured upon what has probably turned out to be the most extensive undertaking thus far attempted in the business of furnishing accurate information to public park visitors in the field of natural history.

Seven well-executed nature trails laid out by these active groups have been so enthusiastically received by the people for whom they were prepared that they point to a new form of park recreation which is likely to become extremely popular in the years to come. The trails in question, although developed in widely separated areas, all had a similar treatment in their general plan. They differed in the several parks only to the extent of conforming to the flora of a definite locality so that a description of one trail might serve, with incidental changes, for any of the seven.

The organizations previously named each delegated a number of their best-informed nature leaders who met once each week at the Buffalo Museum of Science and as a class took an intensive course in Nature Trail Making under the guidance of the writer as instructor. The Museum course offered instruction primarily in the essentials of label writing, the designing of substantial and attractive label supports, rustic weather-proof containers for colored bird pictures, bird houses, feeding stations and other accessories needed as furnishings for the various trails. Laboratory and shop periods followed the class work through a number of weeks in which the fixtures indicated above were shaped and finished for use. (There were twenty-four weekly class room and laboratory periods; thirty field trips.)

Early in the spring, aided by park superintendents, the several groups plotted and staked out the course of their respective trails, and with the coming of settled weather the actual work of applying the labels to trees and other exhibits and of putting up of bird houses was started in earnest. By July the undertaking had advanced to such a degree of completeness that all the nature trails were opened to the public and the fact of their existence published extensively. The event was made part of the centennial celebration of the City of Buffalo. Response was immediate and in considerable measure satisfactory.

The Buffalo, New York, Museum of Science has issued an interesting constellation chart which may be secured from the Museum at $.10. In lots of ten and over a discount of 25 per cent is given. Postage is paid by the purchasers. These charts have been in great demand in the Buffalo district. Recreation departments interested in conducting nature activities will find them exceedingly valuable.

Courtesy Buffalo Museum of Science

A glimpse of the Chestnut Ridge Nature Trail laid out by the Woodcraft League.

Along a Typical Trail

Let us now take one of the nature trails (any one would be representative) and note the main features as we progress leisurely in imagination along its pleasant shaded length. It will give us a more adequate idea of its qualities and purpose if we do this in the manner of an interested park visitor who has set out on a tour of inspection. The trail in beautiful Como Park, Erie County, is typical, so let us turn our attention to its many noteworthy attractions.

The trail starts just in front of the home and headquarters of the Superintendent which is situated at a strategic point near one of the most-used park entrances. More people enter here than elsewhere and the locality also has the advantage of being handsomely embellished with flowering herbaceous plants and shrubs. Here at the beginning of the well-cindered trail is located the conspicuous master label which attracts attention from a considerable distance and which in a carefully prepared and beautifully lettered text tells the purpose of the trail and cordially invites the visitor to wander, learn, and enjoy. A tall pole surmounted by a spacious martin house is provided to support this heavy rustically framed master label. Those who read the master label with care are usually put in the proper frame of mind to set out upon the trail and get the most out of a vivid new experience.

Starting, one s l o w l y moves forward reading the informative labels as he goes. Here a tree, there a shrub, or perhaps a whole clump of little flowering plants half hidden by the grass beside the path should be nearer the trail-follower's heart, one is inclined to think, after the labels telling their stories have been read and reread.

The whole project has been worked out with such sympathetic care that one is scarcely aware of the least note of artificiality, so harmoniously have the trappings of the trail been blended with nature! Rustic frame blocks 4″ x 6″ carry the neatly typed labels, and these are supported on stakes to which the bark still clings. Bird houses and feeding stations are tinted to blend inconspicuously with their surroundings. Suddenly a truly fascinating spot on the trail has been reached. An expansive glade like an outdoor museum hall which is provided with a master label of its own informs the visitor that he has come upon the fernery. Native ferns and fern allies have been labeled, to be sure, where they chanced to occur along the trail, but in the fernery there has been brought together practically all the species which belong to the flora of Western New York where they may be studied, compared,

and enjoyed, assembled in rich profusion. The labels in this area are the equivalent of a condensed popular textbook on the subject.

On the visitor goes, deep in recreation both physical and spiritual as he leisurely passes reading through alluring groves, over bridged ravines, and down pleasantly shaded slopes. Descending such a slope in Como Park one soon learns that he is on a stretch of the trail that he will long remember and most likely revisit. Here are two wooded pockets, each with a special master label, the first containing an Indian garden and the second bearing the legend "A Rare Flower Garden."

"A Seneca Indian Garden"—there is magic in the very name, and it is not surprising that many who have followed the trail thus far, linger and study long in this fascinating spot. What the garden contains is best indicated in the text of its master label:

> *"From the vegetation of the wilderness, the Indians derived much of their food and the materials which they employed in their domestic arts.*
>
> *The forest was their uncultivated garden, and from it they gleaned tasty and nutritious foodstuffs, fibers for textiles and cordage, fine dyes, medicine, and plants which played an important part in their tribal ceremonials. Many of the species so used by Indians are in this little wild garden."*

Beyond this, one enters the second roofless alcove where a collection of charming wild plants that the general public rarely sees has been painstakingly assembled. Native orchids, lilies, arums, and many another group of plants that delight in hidden places have found their way to this spot on the trail through much laborious effort on the part of those who prepared it.

Another section of the Como Park nature trail skirts a body of quiet water, and here considerable use has been made of aquatic vegetation which lends variety and charm to the pathside in its own distinctive way.

To the end of the mile or more of trail one moves constantly through ever-changing moods of nature expressed in one form or another and varying in subtle ways with the progress of the seasons. This circumstance in itself goes far in explaining why the nature trail seems to make a perpetual appeal to those who once become addicted to its use. It does not become monotonous.

A fairly accurate check made to ascertain in some measure what response the public was making to these newly established recreational and instructive park features brought out the satisfying fact that many of the regularly appearing frequenters, both young and old, made repeated trips over the trails during the summer. Of course, in the end it cannot be denied that the success of the nature trail depends upon its labels, and the number and attractiveness of these important adjuncts would account for frequent visits by interested people in large measure. Some 500 specimens are labeled on the Como Park Trail, and to read that number of texts with care and understanding, to say nothing of note taking which was frequently practiced, would consume considerable time.

Labels are written in language calculated to be comprehensible to the young person or adult of good average intelligence. The information included was selected with the view of stimulating a sharp interest in this or that organism by bringing out a few outstanding facts concerning it—not too much at any one time. A few examples of nature trail label texts follow as typical specimens.

Attached to one of our most appealing woodland flowering plants in the Rare Flower Garden one finds this:

> *YELLOW CLINTONIA*
>
> *Clintonia borealis* *Lily Family*
>
> *This handsome lily with its straw-colored, bell-shaped blossoms was named for DeWitt Clinton, former Governor New York State, whose hobby was botany.*
>
> *Watch for its pure, deep-blue berries which ripen late in the summer.*

Or on another alluring member of the group—

> *DOG'S-TOOTH VIOLET*
>
> *Erythronium americanum* *Lily Family*
>
> *This golden lily loves the sun. It closes at night and hides its face on cloudy days. The purplish mottled leaves are light and shade. Their resemblance to the skin of a snake, together with the shape of the petals, suggested the name Yellow Adder's-Tongue.*
>
> *Fishermen call it Trout Lily, and John Burroughs christened it Faun Lily because of the spotted, ear-shaped leaves.*

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Why Not A Zoo Day?

An ingenious plan for introducing the children of your city to the park zoo.

By JAMES C. LEWIS
Director of Recreation
Lincoln, Nebraska.

RECREATION directors who are looking for activities that have educational as well as recreational features should not miss the opportunity that is offered by a Zoo Day when the collection of animals and birds your city offers may become the main feature of an afternoon's program.

Every zoo has its monkey colony. There are few who do not enjoy watching the noisy little fellows do their funny capers, but not many of us know which of the simian group is the African Vervet, and just why the organ grinder usually chooses him to do his begging. We may make our pilgrimages to a park for years and not notice that in one of these dens of din, chatter and clowning there may be one dignified and thoughtful chap who seems to be silently working out a solution to some weighty problem. This "Rodin's Thinker" of monkeydom is the Green Monkey. It is claimed that he utters no sound while in captivity.

A few denizens of the park about whom children may discover interesting facts.

From the time when we first learned at our mother's knee of the *Fox* and his less clever contemporary, the *Little Red Hen*, Sir Reynard has stood for perfection of wit and cunning. For some reason the authors were very exact in letting us know that the little hen was red but did not trouble to mention just what shade tinted the coat of the tricky gentleman. And yet this is a rather important fact to know when we think about the fox. The little red fellow has all the subtle cunning with which Aesop's Fables credit him, while his gray cousin is lacking in craftiness but can climb a tree readily—a feat that the red fox would never dare try.

Where did the bear in your park come from? When we looked into the records we found that one of our big black fellows had been a mascot for a well known college football team. Another had figured in a long list of escapades since his birth in our local pits. His most romantic flare was an evening lark through one of our parks, when he made it his business to appear suddenly before the scores of young swains settled on the benches with their fair ladies to mingle soft words with the rustle of the trees in the evening breeze. Rather a rude awakening to realities! It is said that there were gallants who in their role of protectors of womanhood lost caste greatly, and that there were some unofficial world's sprinting records set that evening before animal attendants took up the trail with lasso ropes, flashlights and a sack of sweet rolls! Bruno fell for the lure of the sack of sweet rolls and followed it dutifully back to his cage, and no lassos were uncoiled.

We were fortunate enough to find the man who caught our large cinnamon bear. He had an exciting story to tell the crowds that packed the park to see the animals. From him we learned that what many of us had thought were different kinds of bear were blondes and brunettes of the same species. Our animal keepers told us of many

nteresting experiences they had ad at one time or another with ome of their charges. When ve called upon the Zoology De- artment of our State University or help, we learned many more ew things. The lowly opossum f sweet potato fame we found as the center of a lively debate n these circles. One school of uthorities credits the wily crea- ure with the clever use of sham, while the others say he isn't wily or does he sham! Instead they laim that Mr. Possum is at times so awed by fear hat he has a mental breakdown and is stricken with paralysis. They say he would surely run if ie could. You can't settle such an argument, but t will always be interesting when told to either oung or old.

One of the features provided by many park departments which should be far more widely used by recreation departments is the zoo. Here is a fascinating source of information and enjoyment with a tremendous appeal to children. Give the children an opportunity to learn through such a program as that described here, not only zoology but interesting and intriguing facts about the escapades of animals in your zoo and about their habits and characteristics.

There are a thousand intriguing facts about the nhabitants of your zoo from the story of how he alligator fasts for nine months to the tale of he racoon who catches a fish and immediately washes it in water before he eats it. Your zoo an become a place full of fascinating animal ersonalities instead of a pack of beasts. All that s necessary is to let people know about them. A Zoo Day will do just that.

Planning for Zoo Day

We used the following mechanics in preparing nd staging the program for the day. Through he Zoology Department of the University of Nebraska we were able to secure scientific data n all the animals in our park collection. We found out and made a written report on what hey liked to eat when in their wild habitat, their eographical distribution, their habits, their ani- nal kin, and a list of their natural enemies. Much f this information can be found in Anthony's *Field Book of North American Mammals.** To his we added all the material that the zoo keepers were able to furnish, including a list of what food nd how much each animal is fed a day, along with other interesting information, whether of some attempted escape or the peculiarities of a particular animal.

All this data was assembled and typed in triplicate. Our Boy Scouts furnished us with two Eagle Scouts to act as keepers at each cage. Members of the Izaak Walton League or any similar group could take charge of this duty. To each pair of the Scouts we furnished a copy of the typed material. It became their business to learn all about their own particular animal and be ready to tell the crowds about it. Using two boys at a cage gives an opportunity for them to alternate in making their little talks. When boys handle this duty care must be taken to secure lads who talk easily before a crowd.

With the keepers thus prepared, a Zoo Day should roll along without any special effort. Our Park Department cooperated splendidly. The cages were shining and the animals looked their best. The animals were out moving around when the large crowd was there. The keepers were successful in catching the beaver in the front of his enclosure the day before and locked him out of the house he had built for the winter of bark and branches inside of his stone quarters. This was not a popular move in the mind of the broad tailed little carpenter! He set to work in an industrious but futile attempt to gnaw his way out through the wire and concrete. Visitors were delighted to have time for a close view of this very shy citizen who played such a leading role in bringing our early traders into the Northwest.

We moved one woodchuck into a wire cage to prevent him from hibernating for the winter along with his brothers. The newspapers made quite a story out of this, for the woodchuck is just another name for groundhog, and when His Royal Highness goes into seclusion for his season of rest we are supposed to have winter until he appears again. The reporters interpreted this move as an attempt on our part to insure good weather for our festivities!

The public schools gave publicity through a bulletin to each teacher in the city. Many instructors gave class assignments that were related to the activities of Zoo Day. The newspapers were generous in their support. Our Commissioner of Parks appreciated the event greatly. At a time such as this there are many citizens who advocate doing away with the animals to save expense. An event such as Zoo Day is proof to city officials that they are not spending money unwisely in such enterprises. To be sure of this one need only see the children's faces as they gaze at their animal friends!

* G. P. Putnam's Sons, New York City.

The Evolution of a Water Park

By LYNN C. SIMPSON
Santa Barbara, California

It is difficult to conceive of this rarely beautiful lake with its islands, terraced shores and sanctuary where birds of countless varieties come to feed, as once having been an unsightly salt marsh. The Andree Clark Bird Refuge is an outstanding example of careful planning and modern engineering skill.

WHERE brown clad Franciscan monks a century and a half ago scooped salt from an ancient salt marsh for the use of the people of the missions of Santa Barbara, today there is a beautiful lake studded with verdure clad islands. On these waters thousands of ducks and other wild birds feed in a game sanctuary within a few yards of a boulevard along which flows a continuous stream of traffic. Unsightly mud banks edged with salt grass have been converted into terraced slopes on which green lawns grow. Pines and other trees and shrubs lend their grace to a picture altogether pleasing.

All this is the result of careful planning and construction, and of the wise use by Dwight Murphy, president of the Santa Barbara City Park Commission, and his associates, of funds provided by Mrs. Hugette Gower, daughter of the late Senator W. A. Clark of Montana. In honor of Mrs. Gower's mother, it has been called the *Andree Clark Bird Refuge.*

When the founders of the missions came to California a century and a half ago, this land was tide land. Sometimes it was a salt lake; at other times a bed of soft baked mud. Over sixty years ago it was reclaimed in part and a race track was built there. For a number of years it served the "sport of kings." Then the railroad came to Santa Barbara and engineers cutting across the race track put an end to this sport. The marsh and surrounding lands passed into the hands of the City of Santa Barbara about thirty years ago and was later officially declared a bird refuge. No serious attempt was made to develop it, however, for the city could never spare the money for this expensive task. Then Mrs. Gower and her mother became interested and Mrs. Gower provided a sum of money to reclaim the marsh. When this sum proved insufficient to carry out the plans which had been made, $5,000 more was given by Mrs. Gower to complete the work.

In the construction of this lake, which with its terraced shores covers about forty-three

cres, many difficulties had to be overcome. It vas impossible to drain the area as much of t was below the level of the sea which lies nly a few yards away and is separated from he marsh by a narrow strip of sand. Various lans were proposed for the excavation of the ake and the construction of the islands for vhich the plan provided. It was eventually lecided to advertise for bids for the work leav- ng to the bidders the solution of the problem.

To accomplish the task required the removal f 107,000 yards of earth, much of it sticky nud. The marsh in places was a veritable ottomless pit of soft mud. The bidders offered nany different plans for the excavation, but he low figure was eventually given by a con- ractor who proposed to use a steam or gas hovel as a dredger. To excavate this large rea with a steam shovel and to build islands equired great ingenuity. The huge machine vas placed on wide wooden supports to pre- ent it from sinking into the deep mud, and ike some huge, webb-footed monster this land iant foot by foot worked its way around and cross the old marsh.

Below the sun dried crust of the marsh the hovel soon revealed deep mud. It was neces- ary to move much of the material twice be- fore it could be placed where desired. On one ccasion a long strip of newly built bank lipped back into the pit. Examination re- vealed hidden sulphur springs which had melted away the mud and it was necessary to drain these springs before the work could pro- ceed. With no other machinery than the shovel, three islands were built by the tedious process of putting one shovel of mud after another in the desired spot until the required height and contour were secured. It was a long, slow task, but in the end the work was done without hauling a yard of earth. The big machine worked its way around the lake boundary, cutting off a point here and adding one there until the gently sloping banks reached the desired form.

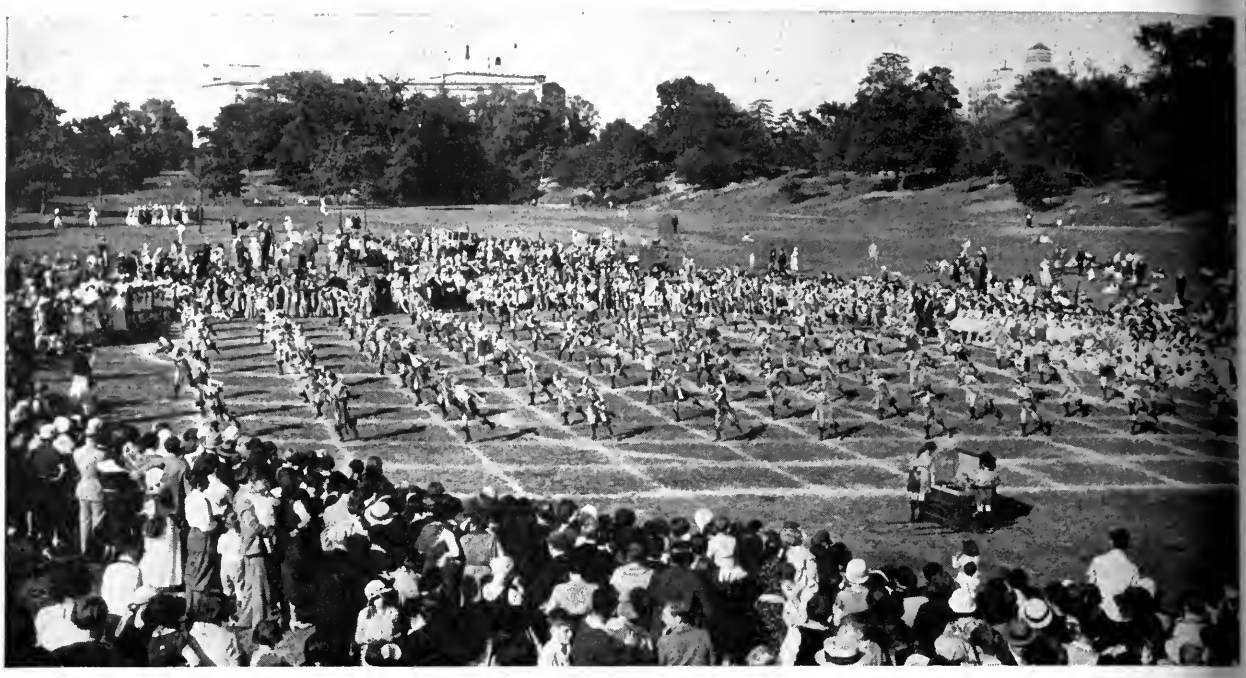
The cost of this portion of the work was a little less than $37,000. For this sum more than 107,000 cubic yards of earth and mud were moved.

After the completion of the excavation and the building of the islands there still remained the problem of planting. Lack of drainage and the heavy impregnation of salt in the soil made this problem serious, for the saline elements in the mud were slow in leaching out. Here again the Santa Barbara park officials showed ingenuity. Realizing the uselessness of planting trees and shrubs in such salty soil, they partially filled the excavations for their plants with fresh sweet soil and set their boxed trees in the holes. The officials reasoned that within a few years the boxes would rot away and by the time this took place the reclaimed land would be sufficiently sweetened to give abundant nourishment to the plants. The shrubbery on the shore and islands has already shown remarkable growth. Banks which a few months ago were sticky mud now support thriving lawns.

In building this charming water park, the designers kept in mind the fact that it was intended as a safe refuge for wild birds, and they left along the shores of the lakes a deep channel to provide protection for the birds. In the center between the islands the water is shallow to furnish feeding grounds for the native and visiting birds. At all seasons of the year thousands of wild fowl of many varieties are to be seen on the waters of the lake, and in the fall and winter wild ducks of several kinds make this an overnight stop on their way to or from their arctic breeding grounds.

At the last meeting of the National Conference on State Parks, a number of delegates reported on progress in their states. Missouri, with 14 state parks, recently acquired 600 acres within service radius of St. Louis. Maryland has about 50,000 acres of state owned forest land used chiefly for recreation. Michigan owns 65 park properties, 14 of them within a 50-mile radius of Detroit. In 1931 approximately 100,000 camping parties used the parks and the total attendance in that year was almost 1,000,000.

New Jersey has come by leaps and bounds to realize the importance of state parks and now has eight such properties. A legislative committee has been appointed to formulate a comprehensive state park plan. During the past year Massachusetts passed a law providing for state parks.



For seventeen years the children of the Brooklyn park playgrounds have enjoyed an annual festival.

World at Play

A Dance Festival and Field Day

FIFTEEN hundred children from thirty park playgrounds took part in the annual dance festival and field day held under the auspices of the Department of Parks of Brooklyn. A Mother Goose parade was one of the events of the program, while the "pirates" dance in which 100 children participated aroused much enthusiasm among the 10,000 spectators. All of the children were in costumes which they had made on the playgrounds. Each child paid for the material used in her costume, the cost varying from 25 cents to $1.00. After the program of dancing and singing had been completed the children adjourned to the picnic grove a short distance away and enjoyed a mammoth picnic.

National Child Labor Day

THE National Child Labor Day for 1933 will be observed on Saturday, January 28th, in synagogues, on Sunday, January 29th, in churches and church schools, and on Monday, January 30th, in schools, clubs and other organizations. Groups wishing to plan a program for the day may secure material from the National Child Labor Committee, 331 Fourth Avenue, New York City.

Safety Activities in Evanston

THIS year, because of lack of funds, the City Council of Evanston, Illinois, considered eliminating from the budget funds for playground leadership. A meeting was held to discuss the problem, and the possible danger to children from street accidents in event of the closing of the playgrounds was stressed with the Council. As a result the Council decided to modify its program and the playgrounds were open until the latter part of August, the Bureau of Recreation being forced, for lack of funds, to close them two weeks prior to the opening of school. In the meantime the Bureau of Accident Prevention of the Police Department was asked to keep a separ-

e record of the accidents occurring to children of playground age. It was found that om September 1st to September 12th exactly urteen accidents took place. All the accients occurred while the children were either nning or playing in the streets. "This ems most conclusive proof," writes C. T. yrnes, Superintendent of Recreation, "that aygrounds *do* assist in eliminating accidents." The report regarding accidents was prented at a meeting of the Evanston Safety ouncil, which went on record as favoring the ntinuance and further promotion of playrounds. It was the consensus of opinion that he increase in accidents was due entirely to he early closing of the playgrounds.

At the Westchester Workshop—The Westhester County, New York, Workshop has pened the fall season with the following lasses in arts and crafts: art appreciation; rt of home making; cartooning; creative riting; design; jewelry; landscape gardenng; basketry; Batik, block printing and book inding; Christmas cards, mixed crafts, marinettes; metal and enamel; motion picture naking; painting; photography; pottery; culpture; stage craft; creative art; furniture naking; leather; tapestry weaving; weaving.

Picnic Service Active—"Economic conditions, blamed for many disasters," states a ulletin issued by the Los Angeles, California, Department of Playground and Recreation, are responsible for at least one happy result—he return to public favor of the good oldashioned picnic." The report shows a total f 275 picnics provided with recreational serice during 1932 as compared with 220 during he previous season, representing a total of 6,084 picknickers as against 56,235 the year efore. The Municipal Picnic Service has as ts task the securing of permits, the arrangenent of recreation programs, the loan of athetic equipment and other details connected vith picnic organization. This aid is all provided free upon request.

A Beauty Spot Flourishes—The Reinisch ose garden of Topeka, Kansas, described in he July issue of RECREATION, now contains 8,000 rose bushes instead of the 9,000 mentioned and the Doran rock garden of about wo acres, including an artificial little lake, is planted with many thousands of alpines and other rock loving plants, and a lake with many aquatics. The cost of this improvement instead of being $26,000 as mentioned in the article, has mounted to $50,000, of which Mr. Thomas F. Doran is credited with having contribuated more than $10,000. He not only liberally aided the financing of the Reinisch rose garden but built the Doran rock garden with his own funds. The Reinisch rose garden won first prize in the More Beautiful America contest.

Henry Ford Creates a Community Playground—According to the *Detroit Press,* the site of an old nursery in Macon, Lenawee County, Michigan, a village of one hundred and fifty residents, has been reserved by Henry Ford as a permanent community playground where old and young may congregate for picnics and outdoor sports. The site consists of a grove on a side hill comprising fifty-seven varieties of trees, many of them stock trees from a nursery enterprise of many years ago. Playground equipment, it is said, will be installed later. An old house has been removed, the ground resodded, and underbrush and debris cleared away. Across the highway, brick

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fireplaces have been built for outdoor cooking and tables and seats provided.

Swimming for Children—In Wheeling, West Virginia, the Recreation Committee of the Council of Social Work arranged for the swimming pool at the Y. M. C. A. and Y. W. C. A. to be open three days a week without charge for children from the playgrounds, supervision being furnished by the Playground and Recreation Department. The Council also arranged for books from the city library to be placed on the playgrounds and for outings for mothers and babies at Oglebay Park.

Resolutions Regarding Play and Physical Education—At the thirty-third annual convention of the Pennsylvania State School Directors' Association, of the eleven resolutions passed, the following three pertained to physical education: "That we approve and commend the tendency to better standards of school housing and equipment, larger recreation grounds and all modern provisions for safeguarding and improving the health of school children; that programs for the physical education of pupils in our schools should be framed with the purpose of bringing the greater benefit to the greatest number, rather than higher development of a small number; that larger provision should be made for the care and education of children who are not normal."

Modern School Planning—There are many fine new junior and senior high schools being built with excellent facilities and equipment for physical education. Special mention should be made of the Walnut Hills High School, Cincinnati, a six-year high school with fifteen hundred students. It has a master gymnasium 80x150 which can be divided into two gymnasiums, one 40x60, the other 40x90, a splendid sound-proof door arrangement which really works and is sound-proof, two swimming pools 25x60, a corrective room, two health rooms, and excellent individual showers for the girls. A large ultra violet ray machine is part of the equipment. There are 25 acres of developed play areas. Three men and two women form the staff.

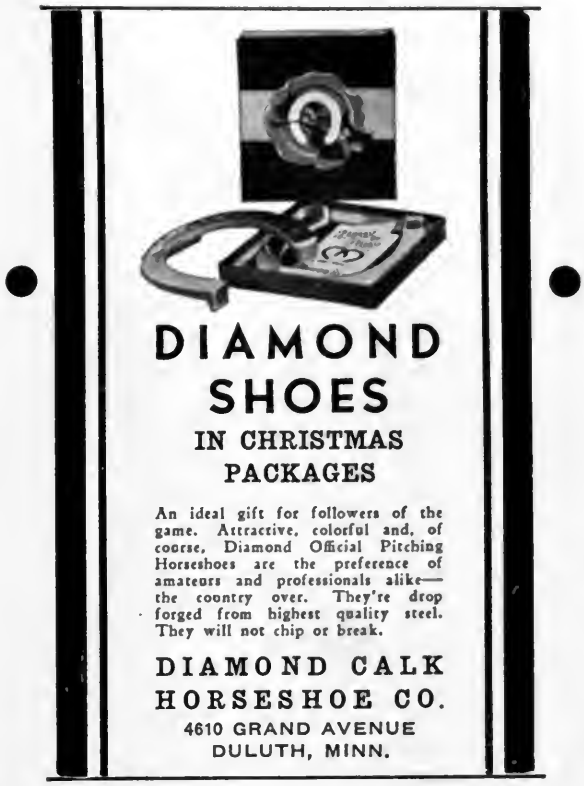
Substitutes for Street Play—In order to secure more space where children might play in safety last summer, Commissioner Henry

Garvin, head of the Accident Investigation Bureau of Detroit, last spring appealed for vacant lots for the use of boys and girls who would otherwise play in the street. By the middle of June five lots had been offered for use. In the Ward Avenue neighborhood the Ward Avenue Community Association fostered the idea of a vacant lot playground, secured the use of some corner lots and cleared and graded the ground through volunteer labor. The women helped, too, by painting the fence. The Department of Recreation provided equipment and leadership was given by mothers in the community, each of whom devoted a half day's time every month to the work.

Nature Study Hikes—Nature study hikes, open to any adult in Lancaster City or County, Pennsylvania, are conducted every Saturday afternoon under the auspices of the Recreation and Playground Association by volunteer nature students. A different subject is stressed on every hike, among them flowers, trees, birds, insects, and Lancaster County scenery. The hikes vary in length from three to five miles.

Free Concerts During the Summer — In Hackensack, New Jersey, where the City and Improvement Commission announced that no band concerts could be given last summer because of lack of funds, Dr. Paul S. Mack, head of the Mack Conservatory of Music in that city, organized a community orchestra in which there were 125 people including boys and girls as young as ten years of age and two or three men of sixty or over. This orchestra was organized to give free open air concerts the first of which was held on the court house steps before a large audience. The orchestra met for rehearsal every Friday evening and gave concerts throughout the season at no cost to the taxpayers or the listeners.

Music for All—"It is our purpose to guarantee to every taxpayer that his children are getting musical development," writes C. A. Fuller, head of the Music Department in Iowa State Teachers' College, Cedar Falls. Mr. Fuller's plan consists of making wide use of records containing ten or twelve standard community songs, using them in the schools until the singing of them becomes a habit, and also using them in communities with such groups as farm bureaus, music clubs and Parent-Teacher Associations. Recently all the fifth grades from the consolidated schools of the county were assembled to sing their choir list. On the same program the choirs from the rural schools of the county sang ten songs, and each consolidated school furnished a musical number. "We believe there is more educational merit in that sort of thing than in having a few of the choicest voices represent the high school in the form of a glee club."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A Plea for Yuletide Singing

(Continued from page 415)

churches, and among Boy Scouts, Girl Scouts, Camp Fire Girls, and other organizations or institutions for children, and also among adults in clubs and industries as well as in churches. The hour from six to seven on Christmas Eve seems to be most convenient for every one concerned. Announcements in the newspapers and through the schools, churches and other organizations mentioned will bring lighted candles to many a home window. Copies of a pattern for a very simple cape and, perhaps, also a cap can be made available at very little expense.

Christmas Caroling Aids

Stories of the Christmas Carols Revised ($.25)

This revised statement contains an introduction by Mr. A. D. Zanzig, the description of an additional carol, "Bring a Torch, Jeannette, Isabella," and suggestions for a "Learn a Carol a Day" campaign.

Christmas Carol Sheets (per 100, $.80)

Words of ten favorite carols, all of them described in "Stories of the Christmas Carols."

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NEW YORK CINCINNATI CHICAGO

What is chiefly needed is the desire for the caroling. Information for making the most of it is easily available through the National Recreation Association and through other sources.

The Toboggan Slide

(Continued from page 420)

should be posted at the slides to reduce likelihood of accidents and to encourage the use of the slides. These include rules governing the use of slides and a safety first notice which may read

Notice!
Sliding on Roadways Prohibited
Sliding Allowed on Slides Only
Help Us Prevent Accidents

SAFETY FIRST!

The Division also suggests that there be a notice posted regarding lost articles and accidents which states: "Not responsible for accidents or lost articles."

A curfew ordinance, it is suggested, should be enforced. The following suggestions are offered for such an ordinance:

(1) Children under sixteen years, unattended by parents or guardian, must not be on the streets or in public places unless necessary after 9 P. M.

(2) A parent or guardian permitting a violation is subject to a fine of $10.00.

(3) It is the duty of the police officer upon first violation to take or send the child home and to bring the parent or guardian to court.

A "Turn Over a New Leaf" Party

(Continued from page 422)

should read something like this: "I'd just as 'liet' be a hod-carrier as a doctor" or "I'd just as 'lief' be a milkman as an office boy."

When everyone has revealed his secret ambition, collect the cards and then redistribute them taking care not to give anyone his own card. Now ask each guest in turn to act out the two characters written on his particular card. For the imaginative people who want to make their characterization realistic, have a supply of old clothes and dress-up accessories handy. As each player performs his role the others try to guess the identity of the person whose occupation and secret ambition are being pantomimed. Award a point to the one who makes the first correct guess and a prize to the player who has the most number of points at the end of the game. If your friends are good actors and good sports you can be sure this game will provide much merriment.

When the Momentous Hour Strikes!

Many New Year's parties are spoiled because the New Year slips in without anybody noticing it until about ten minutes past twelve. When this happens everyone feels a little bit cheated even though he had a good time at the party. To be sure such a disaster does not happen at this party, plan your games so that they will end just before 12 o'clock. Set several alarm clocks and other clocks that strike the hour so that they will

ring together on the stroke of twelve. If pos-
e, have them concealed during the party so
clock-striking uproar will come as a complete
prise. This will be the signal for general
rry-making. Distribute plenty of noise-makers
l the guests will take care of themselves for
hile.

When the din subsides invite them into the
ing room for refreshments. After the last
rse is completed sing together "Auld Lang
ne" and "Good Night Ladies." Then bid your
sts good night and a "Happy New Year."

The Volunteer Leader in the Recreation Program

(Continued from page 424)

playgrounds. Last summer the Recreation
ard had on the playgrounds eight workers each
whom had served for an entire season as a
unteer. The plan has developed to the point
ere there are now as many volunteers as paid
rkers on the playgrounds.

Where the Women Helped

When the Board of Education of Akron, Ohio,
nd it impossible to finance the playgrounds last
mmer, Mr. M. H. Seitz, Director of Physical
ucation in the schools, who had been in charge
the grounds for a number of years, raised a
nd of $2,500 from rubber companies, parent-
cher associations and individuals. His plan
olved employing fourteen people for ten weeks
operate two school swimming pools, three full
e playgrounds and four so-called play dis-
cts. A number of volunteers were required to
ry on this program. Mr. Seitz secured the
vices of about seventy-five women who for
ne time prior to the opening of the season
ped in preparing playground material, patterns
d handcraft supplies. These volunteers were
ganized under group chairmen and assigned to
cific activities. One playground in each play
trict was selected as a regularly supervised
yground, and the leader there was responsible
organizing and supervising volunteers on
er grounds in the district.

With Nature in Winter

(Continued from page 425)

e northern shrike has put in an appearance,
d he too, will be looking for unwary mice and
all birds.

The fall migration of birds is ending, the hermit thrush and the chipping sparrow being among the last to leave. Wild geese still are passing through. They fly for long distances before stopping to rest, and you may be so fortunate as to see on some clear night a flock of them silhouetted against the moon. The leader maintains his position at the apex of the V which they form in flight.

We are grateful to the downy woodpecker and the chickadee for spending the winter here. Downy is now searching trees for insect eggs and is therefore a real benefactor in saving our trees from the depredations of millions of insects which are destroyed in this way. Chickadee is such a cheerful little bird that we can find it in our hearts to welcome November's gray days on which his sweet "Chickadee-dee-dee" is especially soul stirring.

Take a walk through the woods keeping the senses alert for a whiff of fragrance which will make you forget that it is not spring. Witch-hazel's shredded gold flowers are the last to bloom, and we love them for giving this touch of color to the sombre woods. The seed pods from last year's blossoms are clustered around the stems, and if they have not already shot their

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shining black seeds you may be surprised to feel the sting as one strikes your face with unexpected force, expelled as it is to a distance of several feet when the pod splits open.

There is no better time in the year to look for birds' nests. They are visible now in the bare trees where only a brief few months ago they were hidden under cool green leaves, sheltering baby birds. Very likely they will be piled full of soft snow more than once this month.—From *News Service* of the Buffalo Museum of Science.

Recreational Features of County or Metropolitan Parks

(Continued from page 429)

will be properly built in the metropolitan park. Dancing does provide recreation. Its practice has long been an outward expression of the individual. It has an important place in the organized play movement, and therefore in metropolitan park programs.

Pageantry. Opportunities should exist for pageantry wherever demand leads the way. The outdoor amphitheater in many parts of the country has led to outdoor concerts participated in by tremendous numbers of people. The idea of establishing in every community such as amphitheater or stadium appeals as being most proper on the perimeter of the city rather than in the city's center, tending in the proper direction as far as traffic conditions are concerned and furnishing another opportunity to make contacts with the out-of-doors. The interest of the public in its parks can be fostered by means of historical pageants with local color and background.

Leisure time, once the by-product of the industrial system, has become its bug-a-boo. Shall we allow it to bring about the scrapping of the structure? Shall we turn this by-product into profit? Shall we use and shall we help others use their leisure time in such a way as to transform a liability into an asset? Park officials can help greatly by establishing the right facilities and by administering them in the right way. Now as never before a program is needed in the solution of the leisure time problem. Metropolitan parks offer their share of the solution in a group of facilities designed to attract individual participation.

From the standpoint of supplying natural park facilities, of balancing the highly mechanized lives of the greater number of people, the metropolitan park is an important agent in the solution of the leisure time problem. The national and state parks have an important function without question, but the more local areas appear from statistics and observation to hold greater advantages to a public that lives nearby. Recreational facilities in the metropolitan areas should be determined by demand. They should not appropriate the functions of other systems or the purposes of the city parks and playgrounds. Finally, they should be subjected to the test of providing individual recreation or personal participation rather than spectatorship.

Parks

(Continued from page 435)

in the formulation of standards of selection. "The state which does not formulate some way of standard selection cannot possibly acquire anything but a patchwork system. And even if standards are formulated they are worthless unless state authorities shall have at the same time cultivated the ability to say 'no' and mean it, refusing to accept prospective state park gifts unless they are worthy."

"No pitfall is more serious than the failure to segregate intensive uses, such as camping, picnicking, automobile parking, hotel and cabin developments from the extensive, which are chiefly but not wholly exemplified by the trail. One of the primary reasons why such serious mistakes are being made in physical layout of state parks is that those who are in authority are trying to give the public everything it wants instead of giving each element in the public which uses parks its fair share. The automobile must be considered, but it must be kept in fair relation to the park picture as a whole. Development must be based on a proper balance between the demands of the motoring public and the desires of the pedestrians."

A New Outdoor Recreation Center

(Continued from page 437)

department will be organized for picnics, and picnic dinners for lodges, churches and similar groups will be offered by the department on a cost plus basis.

Launches are already in operation on a concession basis, and it is hoped to augment these by

ters operated directly by the department. Ultimately the department will control and operate all camps, camp sites and housing facilities in connection with or adjacent to these recreational activities. This development realizes the dream of W. F. Jacoby, for eleven years director of parks and playgrounds for the City of Dallas. It could never have been made possible, however, only through the vision of the Park Board members.

Other Recreation Areas

In addition to the facilities described, the Dallas Park Board maintains and operates forty-eight supervised playgrounds in the summer, one-half of which are connected with school properties. Twenty-five playgrounds are open in the winter. The Board offers the public free of charge the use of 85 tennis courts, 27 wading and swimming pools, 31 baseball diamonds, one municipal golf course, 63 playground ball diamonds, ten indoor and 24 outdoor basketball courts, 24 soccer fields, three running tracks, 24 football gridirons and four roque courts. The Board also maintains four municipal swimming pools, three municipal golf courses and one municipal zoo with more than 300 specimens. The golf courses and swimming pools are self-supporting through nominal fees.

One of the latest developments in the Dallas park system is the construction of an athletic field and field houses at Kiest Park—a 176½ acre tract which was donated to the city by Edwin W. Kiest in 1930. Later Mr. Kiest was appointed a member of the Park Board and elected president. The field house, costing less than $10,000, is one of the most beautiful of its kind in the South and has adequate locker and shower facilities for hundreds of baseball and tennis players. The large reception room serves the purpose of a lounging room, a place far parties, dances and other group activities.

Eight tennis courts have already been constructed. Eight grass baseball diamonds and a bridle path are under construction. The roads through the park are being gravelled and every effort is being made to complete Kiest Park as an athletic field and municipal club for baseball and tennis players. This does not mean, however, that the park and field house were built for the exclusive use of baseball and tennis players. The use of the club house by these athletic groups will in no event impair its use by the general public.

Special picnic facilities, including tables, benches, barbecue pits and ovens, have been installed. Playground apparatus of all sorts have been in use for several months. The park is being developed according to a plan made up by L. H. Weir in the fall of 1930. The Board feels that when this plan has been completed it will represent the finest possible type of recreation unit.

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Landscape Architecture, October 1932.

Problems in Camp Planning, by R. Alice Drought.

Design and Construction of the Smaller Outdoor Swimming Pool, by William S. Wiedorn.

The Record of the Girls' Friendly Society, November 1932.

Games of Other Lands

Hygeia, October 1932.

Children's Play — A Pastime or a Necessity for Growth? by Dorothy Cannon Thompson.

Is Your Leisure a Menace or a Help? by J. Clarence Funk.

The Journal of the National Education Association, November 1932.

Education for Leisure, by Eugene T. Lies.

Physical Education vs. Competitive Athletics, by Ellis E. Beals.

The Epworth Highroad, December 1932.

Panic Party, by E. O. Harbin.

The American City, November 1932.

Municipal Opera House Completes War Memorial Group in San Francisco.

Inter-Playground Contest Teaches Safety.

Modern Lighting Equipment in a Park, by Raymond H. Cowing.

The Research Quarterly of the American Physical Education Assn., October 1932.

Bibliography of Health and Physical Education, by C. H. McCloy.

Monograph on Athletics for Women and Girls—by the Committee on Athletics for Girls and Women.

PAMPHLETS

Report of the Westchester County (New York) Park Commission, 1932.

Fifth Annual Report Division of Recreation, Dept. of Welfare, Louisville, Ky., 1932.

Annual Report Oglebay Park Activities, 1932 (Wheeling, W. Va.).

History and Program for the Indian Village Camp.

Held under the auspices of the Columbus, Ohio, Recreation Department.

Recreation on the Nature Trail

(Continued from page 441)

Still another found on a strangely beautiful plant citizen of the shaded forest—

> > > Our Decision Is < < <

CONSIDERABLE interest has been evidenced this fall in the game of Touch Football. A subcommittee of the National Rules Committee is preparing a complete code of rules. Some of the important rule suggestions are listed.

I. The field is divided into three zones, thirty yards, forty yards, and thirty yards in length, as per description.

II. Each team shall consist of eight players, one of whom shall be Captain. (Using five men on a line, namely center, two guards, and two ends, with three men in the backfield—the correct balance between offense and defense seems to have been reached.) The eleven-man team is unsatisfactory for Touch Football.

III. The team putting the ball in play must have at least five men on the line of scrimmage. The defensive team lines up on an imaginary line parallel to the line of scrimmage of the offensive team, separated by a space equal to the length of the ball.

IV. If in four consecutive downs a team having continuously had the ball in its possession shall not have advanced the ball to the line marking the next zone area, it shall go to the opponents on the spot of the last down.

V. The player with the ball is declared down and the ball is dead at the point where an opposing player touches him with two hands below the shoulders or above the knees. (Comment—This two-hands rule is absolutely important. It does away with arguments and questions as to whether the player is touched, which occur so often with the one-hand rule. It gives some possibility for running plays and dodging by the runner. This is one point in which the game is weakened by permitting the one-hand touch.)

VI. Any player of either side may receive forward pass.

VII. Any number of forward passes are permitted in each series of downs.

VIII. Tackling, pushing, tripping, holding o roughing by any player shall be penalize by a loss of fifteen yards to the offendin team.

IX. Offside shall be penalized by a loss o five yards for the team committing th offense.

X. Blocking shall be done by use of arm and body without use of hands. Bot feet must remain on the ground in block ing as well as touch tackling. Bodil contact with the kicker is a foul. Penalt —10 yards.

WILD GINGER

Asarum canadense *Birthwort Family*

The root of this plant smells strongly of ginger, especially when bruised. It is used in medicine and in the manufacture of perfume.

The exceedingly odd, purplish-brown flowers appear in April and May and are not seen by the casual observer, since they occur at the base of the stem and lie nearly buried in the ground.

These will suffice to make it apparent that th nature trails are not without educational value.

"But what of these park trails in winter? might well be asked. "Will they lie useless an discarded after the leaf has fallen and the las late blooming flowering plants have succumbe to cold?" The answer is: "Not altogether." T be sure, many of the fine and colorful feature will disappear till the coming of another spring But the trees, shrubs, and vines will remain, and though leafless, will still retain their labels an may be studied in a new and absorbing phase Of winter hikers there are many, and some o these, discovering the old familiar markers, wi undoubtedly take to passing over the path the learned to like in fair summer weather.

With others, I firmly believe that nature trail in public parks are bound to become very popula and while they are intended primarily to instruc there can be no doubt that they offer a form o recreation yet to be recognized as worthy o intense cultivation.

New Books on Recreation

A Charter for the Social Sciences in the Schools

Drafted by Charles A. Beard. Charles Scribner's Sons, New York. $1.25.

IN THIS volume the Commission on the Social Studies fostered by the American Historical Association presents Part I of its report having to do with objectives. In a chapter entitled "The Climate of American Ideas" Mr. Beard expresses the importance of leisure. Labor, he says, although a duty, is not an end in itself, nor does it occupy the whole of life. "In the American scheme leisure is a right and the provision of leisure for the enjoyment of life is one of the objects of enlightened industry. . . Whatever remains to be achieved, leisure is even now so abundant that its ideal use is one of the problems of education. Exploited by cheap and often degrading commercial amusements, it may be turned from an opportunity into a blight; it may be devoted to activities that re-create and refresh the spirit, or diversions that contract and lower vitality."

Games and Game Leadership

Charles F. Smith. Dodd, Mead and Company. New York. (658 pages.) $2.50.

THIS book is one of the most comprehensive volumes to be published on the subject of games and their leadership. Descriptions of 711 games together with information on how to lead them are given for parents, recreation leaders and teachers. The book has tested new games as well as old ones which have proved universally popular. Mr. Smith has avoided the fault of many modern game books of giving catchy new titles to old games; the old games described go under their own familiar names. Of particular interest to the game leader and recreation director are the following chapters: The Leadership of Games and Recreations, Leadership of Gymnasium and Playground Activities, Informal Ball Games (skill games leading up to basketball, football, etc.), Circle Games for Gymnasium and Playground, Relay Races for Gymnasium and Playground, Miscellaneous Playground Games and Tournaments, The Leadership of Social Recreation, Stunts for Leaders, Pre-Opening Party Activities and Social Mixer Games, Musical Games and Informal Dances, Social Relays for Parties, Paper and Pencil Games, Rotative Party Games, Miscellaneous and Seasonal Party Games, Picnic Activities and Water Sports, Treasure Hunts and Trails, and Woodsy Activities. The section on home play will prove useful to the director because of the many practical suggestions for the promotion of family recreation. To facilitate the teaching of singing games, the description of the game in many cases is accompanied by the music.

A well worked out system of classification and indexing makes the volume very useful as a handbook. As a whole the book is both significant and timely and will prove of great help to all who are responsible for conducting play activities.

"Kit" 31

Creative Recreation. Edited by Katherine and Lynn Rohrbough. Church Recreation Service, Delaware, Ohio. $.25.

THERE are four sections in this, the latest addition to the Kit service—reports and projects, sixteen games to make, twenty-six games to play, and six songs with music. Special Kits to be issued in the near future are Kit 32, Socials and Parties; Kit 33, a Game Number; Kit 34, a Stunt Number, and Kit 35, Camp and Conference Recreation.

Aims and Methods in School Athletics

Wingate Memorial Foundation, 57 East 56th Street, New York. $2.00.

FORTY-EIGHT authorities in athletics, education, health and social welfare have contributed to this volume of 481 pages representing the edited record of the Wingate Athletic Lectures delivered during the past year before the athletic teachers and coaches of New York City. One section is devoted to a discussion of the way of progress toward sound educational objectives; another is concerned with the upbuilding of dynamic health, while a third section deals with variations in aims and methods applicable to special groups. Playing and coaching fundamentals in thirteen sports and games are presented from the intramural and varsity viewpoints.

Our Children

Edited by Dorothy Canfield Fisher and Sidonie Matsner Gruenberg. Prepared and sponsored by the Child Study Association of America. The Viking Press, New York. $2.75.

THIS important book has grown out of the questions asked by parents who have come to the Child Study Association seeking help in the training of their children. The association has made the answers to these questions and its experiences through a generation and a half of service available to all parents in this handbook to which twenty-nine experts in child study have contributed. The purpose of these contributors has been to interpret research findings for the lay leader without oversimplification and without partisan leanings, and to present theories and suggestions hopefully but without unwarranted finality. The contributions have been classified under four main sections—The Child's Growth and Development; The Child at Home; The Child at School, and The Child in the Outside World. The book as a whole represents the best current knowledge and most expert present day information, and should be of great value not only to parents but to all workers with children.

Report on Character Education in the Secondary Schools.

Bulletin No. 16 of the Department of Education, State House, Boston, Massachusetts.

A special committee, of which Herman Gammons, principal of Arlington High School, is chairman, presents this report to help teachers, through the instruction and administration of the school, realize the establishment of good character, recognized as one of the objectives of education. The longest and most important section of the book sets forth at some length the importance for character education in the schools. A careful reading of this section reveals a surprising list of opportunities for such training in the daily life of the school.

Y. M. C. A. Boys' Work.

National Council Boys' Work Committee, 347 Madison Avenue, New York. $1.50.

This volume interprets the findings of the Fourth North American Assembly of Y. M. C. A. Workers with Boys held at Blue Ridge, North Carolina, May 28th to June 4, 1932 The program of the assembly was set up on the basis of the needs and problems revealed by questionnaire (or "program instrument") sent in advance to boys' workers throughout the country. The material is therefore concrete. It is at the same time illuminated by an interpretive philosophy. Several of the sections have to do with matters not closely within the field of public recreation workers, but the section on Professional Standards—control of entrants, training, security, professional ethics—has interest for our field, as has the section on Practices in Individual Guidance, containing hearty recognition of the importance of the new techniques, including the psychological and psychiatric, in guidance problems.

The two sections of most interest to the public recreation field have to do with group work and supervisory practices and with the social forces affecting boys. The first of these chapters is full of the practical material on which successful boys' work in the Y. M. C. A. has been based. Boys' programs in the Y. M. C. A. today are increasingly based upon boy interests, and natural "cohesive" groups are sought. This report is notable for its recognition of the great variety of social forces affecting boys which any successful boys' work program must take into consideration. Boys' workers are urged to know social facts and to identify themselves with causes seeking for a better social order.

American Civic Annual.

Edited by Harlean James. American Civic Association, Union Trust Building, Washington, D. C.

Volume IV of the American Civic Annual presents an interesting and valuable record of recent civic advance and a list of "who's who" in civic achievement among the members of the American Civic Association. It discusses developments from a national point of view in national parks, land planning, the Federal city and housing. Regional developments are stressed, while from the point of view of the states information is offered on state planning and roadside improvement. A number of city planners and other experts have discussed developments in cities and towns. The volume presents a most interesting symposium of material contributed by more than forty specialists. The Annual is sent to paid members and subscribers to the American Civic Association who may purchase extra copies for $2.00 each. The price to the general public is $3.00 each.

Christmas Plays.

Selected by A. P. Sanford and Robert Haven Schauffler. Dodd, Mead and Company, New York. $2.50.

Nineteen plays, all written for the celebration of Christmas, comprise this new anthology. There is a wide variety in treatment—some are festive, some mythological, and others religious. In length, too, there is a broad choice, ranging from short one act plays to fairly long ones in three acts. Plays for children of almost any age and for girls and boys, separately or together, are to be found. In all cases the scenery and costuming are extremely simple and may be made at little expense.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, of RECREATION, published monthly at New York, N. Y., for October 1, 1932.

STATE OF NEW YORK, } ss.
COUNTY OF NEW YORK. }

Before me, a Notary Public in and for the State and county aforesaid personally appeared H. S. Braucher, who, having been duly sworn according to law, deposes and says that he is the editor of RECREATION, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York, N. Y.

Editor: H. S. Braucher, 315 Fourth Avenue, New York, N. Y.

Managing Editor: Abbie Condit, 315 Fourth Avenue, New York, N. Y.

Business Manager: Arthur Williams, 315 Fourth Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

National Recreation Association, 315 Fourth Avenue, New York, N. Y.

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3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers, during the six months preceding the date shown above is (This information is required from daily publications only.)

H. S. BRAUCHER.

Sworn to and subscribed before me this 24th day of September, 1932.

[SEAL.] CLARENCE B. WILSON,
Notary Public, Queens County.

Queens County Clerk's No. 2069. Certificate Filed in New York County Clerk's No. 510.

(My commission expires March 30, 1934.)

Economy

SAVE wherever possible—but do not save where you cannot.

Money is being wasted right now trying to save where it cannot be done.

There is no saving in closing a church. It is a great extravagance to close the schools for "two days a week."

There is real economy in opening up more libraries and buying and circulating more books.

"Burning people out" through idleness is worse than burning up buildings because people are the real wealth, the creators of wealth. Books to keep minds and souls alive, to keep them from turning to dust, are real economy.

But every one can't read and no one can read all the time. Man must be active or he ceases just that much to be man. That's the nature of man.

Gardens now are for activity as well as for food. Music helps keep up the rhythm of living.

Swimming pools, skating ponds, ball fields, indoor recreation centers, handcraft centers—are not luxuries, unless it is a luxury for the human being to keep active.

Keeping men active when there is no work is the first essential in any program of economy.

We keep the mines pumped out—even when they are idle, because otherwise no mines are left when we want to go back to work.

Men without activity—mines without pumps—both are equally wasteful. Even our machines we keep up against the time of using again. Activity is just as essential as food—to keep men fit for the time of working again.

But God forbid that we think of men, of ourselves, only as a means of production!

What of real living for ten to twelve million men and women who for a year have had no "life" in work and must have "life" if they have it at all, in their homes, their churches, their recreation centers. If work is withheld, withhold not music, drama, art, beauty, sport. Withhold not the chance to be active in ways that give a measure of growth, a measure of satisfaction.

Economize, yes—but there is no economy in reducing religion, education, libraries, recreation, art, at a time when what holds men's souls together should be increased.

HOWARD BRAUCHER.

Winter's Fairyland

Courtesy "American Forests"

Newark Plans for Play

By
WEAVER PANGBURN
National Recreation Association

How one large city organized and is administrating its recreation program.

In 1928 John H. Logan, Superintendent of Schools, and the Board of Education in Newark, New Jersey, decided to establish within the school system a recreation department responsible for both the after-school activities of school children and a community recreation program for older youth and adults. The plan was conceived definitely as a part of the school scheme with its work closely integrated and correlated with the curriculum, yet retaining all the freedom and voluntary participation traditionally associated with the recreation movement.

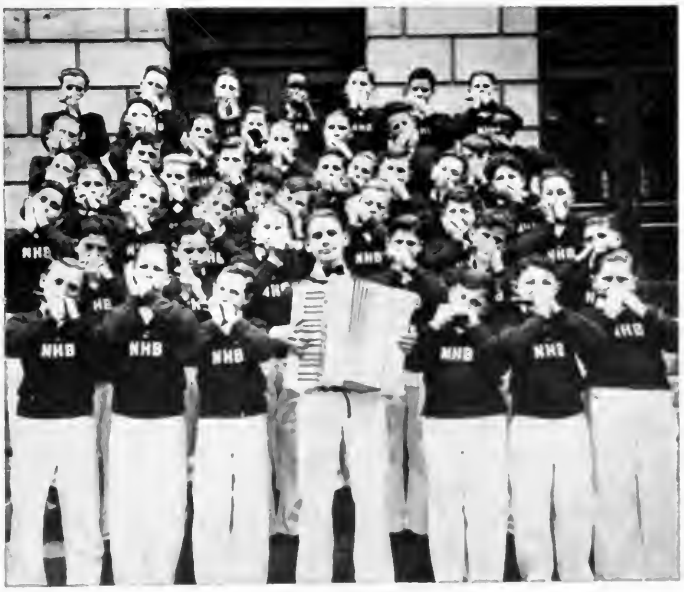
It is now three and one-half years since this new approach to the organization of a community recreation program was undertaken. The adjustments and reorganization necessary to its functioning having now been completed, a review of the plan and the accomplishments to date is appropriate.

Expressive Living the Objective

The plan is based on the recreational needs of persons of all ages and diversified interests. Drama, music, crafts, and social recreation are included along with games, apparatus play, dancing, and sports. Emphasis is put upon participation to the maximum degree while the passive watching of the activities of others is discouraged.

The purpose of the program, to quote the director's statement, is, "to offer opportunities for the citizens of Newark to participate in worthwhile leisure-time activities and thus make their lives more satisfying and expressive, and to make for the community better citizens." Emphasis is put on group initiative and responsibility in order that the citizenship objectives may be more readily attained.

It is expected that insofar as children and youth in school are concerned, activities will mainly grow out of curricular interests. Individuals taught game skills under the physical education department, music skills under the music department, and crafts under the manual arts department secure their opportunities to exercise these skills on the playground and at the community center under the general direction of the recreation department. Thus the curricular and the after-school activities are related. They inter-act upon and enrich each other. The recreational interests appearing in the life of the child and influencing his well-rounded development are brought together in a coordinated



For many, music is vital to expressive living. A band is one of the activities on the program of Newark's Recreation Department.

program of after-school activities. It is also implicit in the Newark plan that a cooperative relationship should be built up with the private agencies which have organized recreation programs in the city.

There is a clear-cut demarcation between the responsibility of the recreation department for after-school activities and the responsibility of other departments which are concerned with curricular training during the regular school hours.

Integral Part of the Schools

To develop a recreation program with such objectives, it was obviously necessary to place it under the leadership of individuals having the viewpoint, training, and experience suited to community recreation. Lewis R. Barrett, the successful superintendent of recreation in Des Moines, was employed as director. Mr. Barrett's extensive and detailed survey of the Newark situation and his recommendations resulted in the present plan of organization and administration.

Courtesy Board of Recreation, Greenwich, Conn.

There are few recreation programs today which are without pet shows.

The recreation department is on the same basis as the child guidance department, department of music, department of physical education, and other departments of the Newark school system. The director is responsible to the superintendent of schools. His program embraces the conduct of after-school playgrounds during the school year, daily programs on all playgrounds during the summer, the operation of community centers, intra-mural athletics, industrial and other city-wide athletic leagues, and cooperation in recreational programs with the various community agencies and institutions. The director has one man assistant who is responsible for the development of athletics, and a woman assistant, responsible for the development of balanced programs in the playground and center. This, supplemented by secretarial assistance, constitutes the central headquarters staff.

Of this arrangement Dr. L. L. Jackson, assistant superintendent of schools, has stated, "It is logical because it brings the recreation program under the direction of individuals especially trained for recreation service, it unifies the varied recreational interests of the individual, and assures the correlation of recreation activitie with the training provided by the other scho departments. The addition of this departmer and the development of its program are essenti if the schools are to provide Newark childre with the activities necessary in well-rounded live and prepare them for adequate living in adul hood. The results have fully justified this typ of organized recreation service."

A Twelve Months' Program

Each playground has two to three workers– a man playground director, a woman play leade and where there is an additional worker, an a sistant play leader. Thei are several classes of pla grounds. Class A pla grounds and community ce ters, which number seve include beside the pla grounds, community cente for adults open at the min mum on Tuesday and Fr day nights each week fro seven to eleven o'clock fro November 1 to May 1. Mar forms of clubs, classes, ar activity groups are conduc ed there under trained lea ership. The playgroun operate under trained lea ers from three to nine school days, ten to one and six to nine on hol days and Saturdays during the fall, winte and spring; and from one to nine during the sun mer months. The playground programs, whi are arranged for children up to sixteen years, i clude active games, athletics, quiet games, dan ing, dramatics, music, handcrafts, and club o ganizations.

Class B playgrounds, numbering twelve, a organized like those in Class A with the diffe ence that they do not have community cente Class C playgrounds, seven in number, are co ducted by trained leaders for children up throu ten years. As in the case of the other playgroun the activities are highly diversified. There a also five playgrounds classified as D. They a organized the same as Class A and B playgroun except that they are open only during sprin summer, and fall months, closing from Septemb 1 to April 1 because of lack of indoor facilities

Besides these facilities there are two playfields having large areas suited to athletic and other activities of both older as well as younger people. Furthermore, there are nine athletic centers restricted exclusively to league basketball for boys and girls, men and women, representing groups from churches, club teams, industries, local institutions, and fraternities.

Through encouraging handcraft and arts much latent talent is being developed.

Raise Qualifications of Directors

With the establishment of the new department, qualifications for all playground leaders were immediately raised. The previous requirements minimized the value of general educational preparation as well as special training for playground work. Anyone who had graduated from a four-year high school course or its equivalent and *attended* any normal or special school, college, or university for one year was eligible to become an assistant (play leader) on a playground; and anyone qualified as above after serving two years in the capacity of an assistant might become a director (head play leader). A director might qualify simply by having a four-year high school course and a two-year normal school course. The examination for a position was solely a practical one covering the teaching of games and a demonstration upon the part of the candidate of skills in certain sports.

The qualifications now are as follows: Applicants for the position of playground or playfield director in a Class A playground or playfield must possess one of the two following qualifications: I. (A) Graduation from an approved college or university, (B) a minimum of one year's additional training in recreation work at a recognized school or university, and (C) at least two years' successful experience, or its equivalent, in recreation work including playground work, club work for children and adults, and community center experience; *or* II. (A) Four years' experience in the Newark city playgrounds as a playground leader in Class A playgrounds or a playground director in Classes B, C, or D playgrounds and (B) 450 hours of approved college work.

Applicants for the position of play leader in a Class A playground or playfield must possess the following qualifications: (A) Graduation from an approved four years' high school course or its equivalent, and (B) graduation from an approved three year's normal school course or its equivalent and (C) two years' successful experience in playground work.

Class B Workers

The qualifications of applicants for the position of director in a Class B playground are the same as for a play leader in a Class A playground.

Applicants for the position of play leader in a Class B playground must possess the following qualifications: (A) Graduation from an approved four-years' high school course, or its equivalent, and (B) graduation from an approved three-year normal school, or its equivalent.

Candidates for positions in Class C or D playgrounds must possess the following qualifications: (A) Graduation from an approved four-year's high school course, or its equivalent, and (B) at least two years' attendance in a professional training school, school for teachers, college, or university.

All applicants for positions on playgrounds, playfields, and in community centers are required to pass a written and practical examination covering phases of recreation work determined by the Board of Examiners. Only those passing the written examination are eligible for the practical examination and oral test. The Board of Examiners may waive the practical examination at its discretion.

All persons qualified and appointed to a playground position may be advanced to a higher position or a playground when such persons meet the qualifications required for such position and playground.

Leaders Take Advanced Study

At the time of their appointment under these new standards, eight playground directors and playleaders had four to five years of undergraduate college or university work and at least one year of graduate work. Eight other workers had one to three years of college undergraduate work and three years of normal school training. Twenty others had two to four years of normal school training.

Since their appointment two playground leaders have taken two years of graduate work in college, eleven have taken one year, and one has taken part of a year. Eleven have taken two years of undergraduate work and eight one year. Six of the directors in the department hold the degree of M.A. and one other will receive that degree in 1933. Nine leaders and directors have taken the course at the National Recreation School and four others are at present enrolled.

Playgrounds and Centers, a Unit

The Class A playgrounds and community centers are operated as a unit, the playground staff being responsible for the center as well as the playground activities. While the policies for the entire recreation program are formulated by the director of the recreation department and the program is under his general supervision, the principal of each school has full authority for his school building and playground at all times. The playground director is expected to consult the principal at least once a week on his program and to provide him with his weekly forecast and report. The principal is expected to report to the superintendent at least once each term on the efficiency of all workers employed on the playground.

All full-time recreation workers give six hours a day to their work exclusive of an hour for dinner. In Class A playgrounds all workers appointed for community center activities give at least ten hours a week in the neighborhood making contacts in addition to their regular work. Playground workers sign the school time sheet. The recreation director makes up the time sheet for the payroll and gives it to the principal for his approval, the latter forwarding it to the school secretary. Pay checks are handed by the principal to the playground directors the same as t teachers.

Each Class A playground has a certain sum, a present $350 a year, for the hiring of supplementary leaders in such activities as craft classes orchestras, bands, choruses, and drama groups These leaders ordinarily are obtained from th teaching staff of the schools on the recommendation of the heads of the respective department to which they belong. Only such teachers as hav the recreational or "hobby" viewpoint are recommended.

The two nights a week for Class A communit centers are a minimum. Some centers are ope oftener. Each center is allowed fifteen additiona nights of janitorial service over and above tha designated for the minimum number of nights o community center activity. During the presen emergency, gymnasiums are available extra night each week for the special use of unemployed men This, of course, is under leadership. A play ground director has the privilege of using an part of the school building with the approval o the principal.

Genuine Neighborhood Institutions

To be adequate as a community center director the leader must understand neighborhood socia conditions and problems as well as be a compe tent administrator of activities. He can not work by the clock, but finds himself usually working much longer than the hours of his contract cal for. The neighborhood service is further developed by the formation of advisory councils who reflect the neighborhood's wishes as to activities. That these councils might include the most representative and capable individuals, they have not been created hurriedly, but have developed gradually as the director and his assistants through their contacts discovered the most effective persons. The numbers in the councils vary. At one center there are thirteen of whom seven are women and three, physicians.

"Any well-planned community recreational program must be of sufficient breadth to meet the recreational needs of all different age groups. Music, dramatics, social, manual, club, physical activities - all have their place in such a program. Such a program also should be closely coordinated with the curricular program of the school, especially that part of the program which has to do with the recreational life of the school-age child. In the main, the recreational activities for this group should have their start in the curricular program and should to a degree at least be a carry-over from this program."
— *John H. Logan*, Superintendent of Schools, Newark, N. J.

Directors are given the maximum amount of freedom in the conduct of their playgrounds. The emphasis is put upon having everything that is done grow out of the neighborhood's need. Clubs are organized around common interests in activities. The leaders have a free hand in giving publicity to and interpreting their programs. They may give stories to newspaper reporters. They are urged to contact industries as well as homes in explaining what the playgrounds and centers offer to the neighborhood. The central office has issued a poster describing the playground and community center activities which is available for use at factories and at other strategic points. Mr. Barrett's view is that neighborhood publicity is more important than the release of newspaper stories and other publicity from the headquarters office. Each playground is encouraged to have its own newspaper, staffed by the children. Such papers besides serving their purpose as a project of the program are a useful publicity in the homes.

Besides the members of the councils, each center has other volunteers who serve as club leaders and organizers of activity. (For a complete discussion of a Newark community center program see "The Organization of a Communty Center," by Jacob W. Feldman, RECREATION MAGAZINE, February, 1932). While such volunteers as normal school students, nurses, and housewives who can teach cooking or sewing are utilized, most of the actual instruction that goes on in centers and playgrounds is given by paid leaders.

Facilities Are Improved

One problem faced by the department was the inadequate size of playgrounds. Like many of the older cities, Newark had failed to plan adequately either for school sites or parks. Consequently many of the present playgrounds are too small for the major games. However, more than $91,000.00 have been expended in the past three and a half years for additional playground space. This involved the demolition of a number of houses. Nearly one-half million dollars have been expended for the improvement of playground property. Most of this money was appropriated before the depression. The improvement of surfacing, landscaping, and fencing, and the elimination and the shifting of apparatus are details in the adaptation of the available playground space which has made the playgrounds more usable and popular. At the present time one large piece of property is being levied and improved at no expense to the department through the utilization of labor assigned by the city relief committee.

Like the playgrounds, many of the old school buildings in the city are ill adapted to recreation purposes. In some cases the facilities are scattered throughout the structure, making supervision difficult. The two new buildings erected since the inception of the department offer a striking contrast to this condition. The first floor is designed as a complete recreation unit and includes a play room immediately under the gymnasium and equal to it in size, a reading room, kitchen, an office for the playground director and one for the woman play leader, showers, toilets with entrances so placed as to be visible from the adjoining playground and an equipment room having access to the playground. This entire plant may be shut off from the rest of the building with entrances to it from the street. On the floor above is a complete community center layout with auditorium, gymnasium, and the other usual facilities. This also may be cut off from the floors above which contain the classrooms.

Sport for Sport's Sake

Athletics are organized to eliminate competition between playgrounds and any tendency to commercialization. Neighborhood leagues in playground baseball and basketball are encouraged. No athletic group may use the community center facilities except as it is a member of the center or of a league for which the center is furnishing facilities. Industrial and church leagues in basketball use the gymnasiums at certain designated athletic centers in the schools. The athletic department of the recreation system conducts all the business and administrative details of the leagues. It takes the receipts at the door, charging ten cents admission, furnishes the ball, and appoints the officials. All the team must do is furnish its uniforms. Any surpluses from the gate receipts are the property of the recreation department.

The holding of dances in connection with games with the sponsoring teams pocketing the proceeds has been eliminated. No team is permitted to hire a gymnasium for a regular night during the season and to use it as a home court. The effect of all these provisions has been to put emphasis on the sport of playing the games, to discourage intense inter-neighborhood rivalries, and to eliminate commercialism.

Close Relation to Other Departments

The relation of the recreation program to the child guidance department will illustrate this cooperation. Since a diversified play program is now in operation, a social children are referred to the playground directors for participation in activities suited to their needs. Dr. Bruce B. Robinson, head of the child guidance bureau, points out that this opportunity to engage in properly organized play is peculiarly necessary for shy, retiring, non-participating children who do not get on adequately with other children. These children and others who exhibit disciplinary or developmental problems are referred to playground directors when their difficulties have been diagnosed by the psychologist. When such a case is referred, a memorandum of the child's case history is handed to the recreation director. Sometimes this is supplemented by a conference between the psychologist and the director. Dr. Robinson is enthusiastic about the significant results already obtained through the cooperation of his bureau and the recreation department. One outgrowth is that children with mild heart difficulties previously barred from the gymnasium floor and denied active recreational experience are now given a rational program of play suited to their interests and including physical activities.

As has already been suggested, the recreation department calls upon the departments of music, drama, physical education, and other divisions for the enrichment of its program.

A Community Recreation Service

The playground directors encourage the formation of Boy and Girl Scout troops, furnishing meeting places, equipment, and troop committees. The Scout Masters, who, of course, are volunteers are provided by the Scout council of the city. Mr. Barrett is a member of the Newark Scout Council. He sits in at the executive sessions of the Y. M. C. A. of the city. The recreation department furnishes gymnasiums for the playing of basketball games by members of the church leagues sponsored by the Y. M. C. A. under the regulations covering all city-wide athletics.

All requests for permits for the use of athletic fields, picnic grounds, and other facilities in the Essex County Park System, including the South Mountain Reservation, coming from students of the school system clear through the department of recreation office. In all matters involving cooperation, the Essex County Park Commissic has been most helpful.

There is a close relation with the Social Servi Bureau and its branch offices in the case work i volving families whose children use the pla grounds. There is a similar cooperation with t juvenile court. Last summer the athletic divisic of the department supervised the baseball seri sponsored by the Kiwanis Club. Health and hon nursing classes are held in a number of the ce ters, the department cooperating with the Tube culosis Association in their development. Du ing the present emergency, all of the centers pr vide sewing machines for unemployed women that they may make needed garments for t family. The cloth is supplied by the Red Cros Similarly, numbers of unemployed men use t manual art shops. During the recent holiday se son most of these men were absorbed in makir toys for the children of their own families. Lar numbers of unemployed are referred to the con munity centers by the social service organization There is also close cooperation between the con munity centers and the branch libraries. The ce tral office gives attention to serving the recre tional needs of clubs and lodges, providing clearing house of information for such groups.

This close correlation of its work with nume ous community agencies stamps the Newark sy tem as a genuine, community-wide recreati service. Its correlation with the regular curri lum and the several school departments has giv it an integral part in the Newark educatio scheme. Now, under one direction, the individu from early childhood through adulthood is giv the opportunity to exercise the physical, rhyt mic, manual, dramatic, and social skills he h learned in the curricular activities in the clas room and gymnasium. The Newark system thus well on its way and promises under its ne plan of organization to develop into one of t most widely effective and notable recreati systems in North America.

Speaking of the organization of the Newa system, Mr. John H. Logan, Superintendent Schools, said: "Organized recreation of a cit wide compass in the City of Newark is at prese and has been for several years under the immed ate supervision of the superintendent of schoo a director of recreation, and a small supervis

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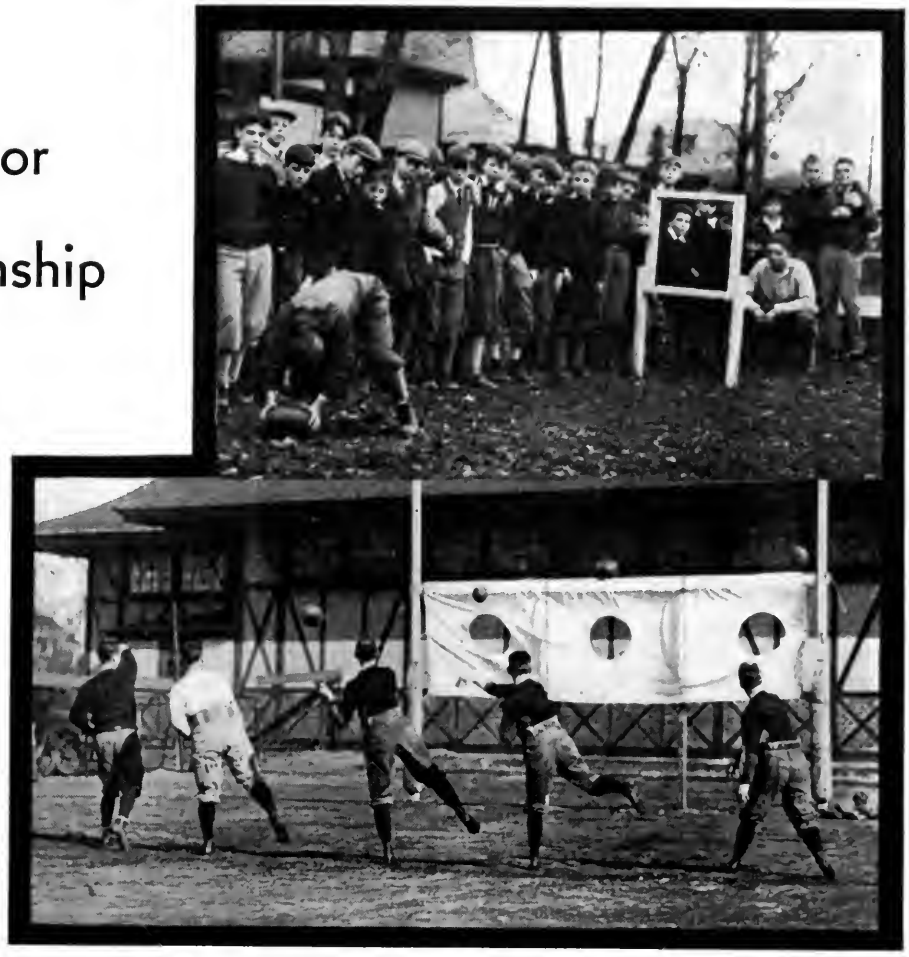
Spectator Sportsmanship

By
JOHN T. McGOVERN
New York City



Courtesy Scholastic Coach

A plea for the education of the gallery in sportsmanship codes.

IT IS commonly supposed that the spirit of sportsmanship, as we understand it on the field or in the stand, is a direct descendant of the Olympic Games of Greece. That may be historically correct, but emotionally it is not correct. The modern conception of the amateur, either as competitor or as a spectator, has descended to us from the partially historical and partially legendary conduct of King Arthur and his knights of the Round Table.

The Olympic Games were more a national affair and there were in the conduct of certain of those games characteristics that can only be described as gruesome. The legends of King Arthur and the Round Table were legends of international games where nobles and knights of various nations with their ladies and courts gathered together in Cornwall and had the jousting and the lists. Therefore, there for the first time was founded the emotion of the amateur, which is comprehended in keen, intensified competition with no hope of material reward. The knight who brought his lady and placed her in the stands risked his life in the contest and the utmost reward he might receive might be a rose thrown from her fair hand or to be tapped on the shoulder with a sword by King Arthur.

Then we read "The Idylls of the King," by Tennyson and we read other literature in prose and poetry on the games of the Knights of the Round Table, and from them the conception of the term "chivalry," the conception of fair play, the conception of competition simply for the sport and thrill of competition, the conception of being

a host to the other nations of the world who would meet and strive to win the championship only for the sake of exhibiting their valor and exhibiting their chivalry, came into being. Crusades were another type of amateur sportsmanship. Of course, there was no material reward. The reward was spiritual.

Amateurs and Professionals

So we have constantly absorbed the amateur theory which is sport for color, sport for social contact, sport for the joy of excellence in physical effort without hope of material reward and the entertainment and pride of those of our own blood, those of our own college, those of our own nation.

It might interest you to know perhaps how in England the divorce between the professional athlete and the amateur athlete came to be brought about, partially by a conflict between the emotions of an athlete and the emotions of those in the stand. It seems formerly a noble would compete with a peasant in fair competition—no entrance requirements, no standards. Everything went along well. One day there was a 100-yard run. The finalists consisted of a nobleman and the local village blacksmith. The crowd was mixed—nobles and peasants. The interest was local but extremely intense. Members of royal blood were present. The race started. It was won by the nobleman. The village blacksmith believed that he had received the worst of it on the start and that the cards had been stacked against him. The vocabulary of the village blacksmith, which he had an opportunity to accumulate from the hostlers and those that brought horses to be shod, and perhaps enlarged and colored by the conduct of the horses themselves, was probably as picturesque as any vocabulary that any man could have had at the time, and the village blacksmith voiced his protests in every colorful word that he had in his vocabulary, very loudly. The ladies in the stand particularly were offended. The peasants and the nobles took sides in the stand. The officials were booed. There was a fist fight. The whole thing was disgraceful.

From that time on in those contests, when professionals competed with or against the nobility, they came in separate entrances; they occupied separate stands. Today in Englar there is an inheritance of the disgrace of that ra for instance, in the Henley regatta, if an oarsm desires to compete as a member of the Unit States crew, an affidavit must be sent over wi him to the effect he never earned a dollar by t use of his hands. The village blacksmith in a American village, if there are horses left to sh could not row in an eight-oar crew today in t Henley regatta.

In their cricket matches between Australia a England where the teams are composed of pr fessionals and amateurs alike, professionals co in one gate and the amateurs come in anothe The professionals sit in one part of the enclosur the amateurs sit in another. The professiona have their refreshments in one pavilion and t amateurs have their refreshments in another.

So that you might say that the first illustratic of the result of lack of emotional control on t field and in the stands resulted in the invidio distinctions that are, some of them, still in for in the old country.

When we started intercollegiate and scho competition in this country many years ago, the were no stands, there were no large crowds the games except the classmates or the studen in residence, the faculty, villagers, no admissio They stood around behind ropes. There wasn very much commotion or fighting; if there wa it was a family fight. It wasn't published, an intercollegiate and school competition was a rath joyous thing.

Later on when tickets began to be sold an baseball became noted for the color of the lar guage of the people in the stands when they ac dressed the umpire after a close decision again the home team, baseball finally ceased to be th repository of the entire population who desire to see athletic contests. Men like Tilden becam conspicuous, colorful; th crowds began to gravitat over into tennis. They be gan to carry into th stands the same sort o domination of the official on the field that they ha in baseball. Tennis play ers were not used to that Tennis is a game depend ent very largely upon th

Mr. McGovern was co-author of "American College Athletics," the bulletin issued by the Carnegie Foundation for the Advancement of Teaching which aroused such widespread interest when it appeared in 1929. Mr. McGovern's address, extracts from which we are presenting here, was delivered in connection with the Wingate Memorial Foundation lectures. It appears in its entirety in "Aims and Methods in School Athletics" published by the Foundation, 57 East 56th Street, New York City.

onstant perfect control
f the player of his nerves
nd emotions.

But with the gate and
vith the interest of the
ublic generally in college
nd amateur competition
as come into this country
course of conduct in the
tands which is most dis-
ressing and which is hav-
ng every year more and
ore of a depressing and
egenerating effect upon
chool and college and
mateur competition.

Courtesy Greenwich, Conn., Recreation Board

A mediaeval sport which has been given a modern setting in many of our parks.

There have been some
f the longest and most cherished alliances be-
ween universities in this country broken off more
ften on account of the conduct of the people who
ttend the games than on account of proselyting,
ubsidizing or alleged unfair play on the field put
ogether. From my experience in the Carnegie
oundation, from my observation, I know of at
ast six traditional football games that are no
nger being played and the reason for it is not the
layers, not the faculty, not the standards of
cholarship, not the standards of amateurism, but
he fact that the conduct of visiting spectators or
he home spectators when those two teams met
nstituted such a nuisance that it couldn't be
rne any longer.

For Better Sportsmanship

People *can* be educated to behave themselves
the gallery; it has been done. . . . There is no
ubt that the undergraduate bodies of various
niversities are aware of the situation and are
ing something to meet it. But I think that you
ve to go beyond the inscription on programs
codes of sportsmanship. I think you have to
something more than the "pep" talk immedi-
ely before the game. It doesn't do any good
comment in the undergraduate publications
ter a game on bad sportsmanship in the stands.
I don't see why our freshman classes now com-
g into the universities and high schools shouldn't
ceive lectures from either the older boys, the
aches or members of the faculty, upon the man-
r in which they should conduct themselves in
e stands. And they should be warned that con-
ct in the stands which is unfair to the other
embers of the audience, which is unfair to the
officials, which is unfair to the players, will not win them the particular game, but may lose them the opportunity of ever meeting that rival in the game in the future.

The undergraduate publications should carry a message of caution from time to time before the games. The programs themselves should carry a code of sportsmanship. You go into a theater and you find out how to get out in case of a fire. You go into a department store and find all sorts of directions. There isn't any reason why in a program of an athletic event the code of sportsmanship shouldn't be printed because there is an immediate blow in it; it springs in at once. The man who reads it is cautioned; he is on his guard. Automatically he will carry in the back of his head what was said in the code of sportsmanship and he is apt to obey. And the man who obeys the code of sportsmanship should not be afraid to speak to the man alongside of him who violates the code in the stands.

. . . Then I believe there should be in the stands marshals and guards as there are at all great gatherings. I think if the first man who threw a pop bottle or a cushion, or who yelled an obscene remark at an official were caught by the collar and thrown out of the stand so that the rest of the company could see it, all those other patriots who, with the protection of a ten-foot wall before them, can yell at an official, and who paid a dollar or two for a ticket, would want to see the game through and not lose the dollar or two or the opportunity to see the game. We all know the herd instinct. If it hurts the first man

(Continued on page 497)

Valentine Party Suggestions

On February 14th many merry parties will be given in honor of this jolly old saint!

WHATEVER the origin of Valentine's Day, it has come to be one of the most festive of our special days, lending itself to celebration by jolly parties and merry gatherings large or small.

Decorations

Red paper hearts and streamers hung in festoons about the room and meeting in the center where a large double heart is suspended, make an attractive decoration. Red paper streamers about five feet in length with a heart attached at each end are laid over the hearts, one half hanging on one side and the other half on the other. A large sheet, decorated to represent a huge valentine, is hung in the doorway. In the center of the valentine is an opening large enough to permit of the insertion of a hand.

Matching Partners

Matching Hearts. Each man is given two red hearts numbered in duplicate. The girls are taken to the room on the other side of the valentine sheet formerly described. Each girl thrusts her hand through the opening, while the boy stands on the other side of the sheet and selects a hand to which he passes one of his hearts. When all hands have been chosen, the curtain is lifted and the hearts matched.

Broken Hearts. Red cardboard hearts are cut in two jagged sections and a line of verse is written on each part. Partners are matched by fitting the hearts together and completing the rhymes, which are read after each couple has been formed.

Pulling Heart Strings. From the hearts suspended in the center of the room the boys on one side and the girls on the other each pu a streamer. The girl on one end and the boy the other end of the same streamer becor partners.

Games

Black Heart. Hide hearts of assorted colo Most of the hearts are red, a few green, so yellow, one is black and one blue. No inform tion as to the significance of the various colors given out until the hunt is over, but as soon the hearts have been found announcement made as to what each color stands for. Red hea count one, green ones put the finder in debt or yellow ones put one on the list of those who mu engage in some contest, the finder of the bl heart is the winner of a prize, and the finder the black heart must pay some terrible forfeit.

A Heart Question. The following questio are written on heart shaped cards and passed the guests to supply the missing words beginni with heart. A limit set is given for the contes

Questions	*Answers*
1. Cupid's symbols	1. Hearts
2. How cupid greets you	2. Heartily
3. To be unsympathetic	3. Heartless
4. Where one might sit around	4. Hearth
5. What is caused by a heart-break	5. Heart-ache
6. An uncomfortable feeling.	6. Heart-burn
7. Distressing	7. Heart-rendi
8. What thought of love touches	8. Heart-strin

Valentine Post Office. Each person is given t name of a city or town. O person acts as "postmaste who stands in the center the circle formed of chai in which the others sit. T postman then says: "I ha sent a valentine from.... to ....., whereupon the

(Continued on page 497)

Like so many of our holiday and special day observances, the origin of the present day Valentine custom is shrouded in mystery. One explanation connects the modern celebration of the day with the observance of the Roman festival, Lupercalia, in February, which was celebrated in honor of Pan and Juno. At this time, so the story goes, each young man drew from a box the name of the lady who was to be his sweetheart for the year.

For a Washington's Birthday Party

Suggestions for celebrating one of the festive occasions which February offers.

TO DECORATE for a George Washington party, flags, red, white and blue festooning, cherries and hatchets are effective. Hatchets on ed and white streamers strung from various orners in the room are grouped together in the enter below the chandelier. Included in the ecorations are hatchets attached to the streamrs, red for the girls and white for the boys. nside the hatchet for each boy is a question writn on a slip of paper inserted through the handle. he answer is to be found on a slip of paper in ie handle of the girl's hatchet. Each person ikes a hatchet and attempts to find the answer id the question. The players with the correct uestion and answer are partners.

Questions and answers such as the following ay be used:

Question	*Answer*
Who was George Washington's wife?	Martha Washington.
What river did Washington make famous?	Delaware.
When was George Washington first elected president?	1789.
What was Washington's mother's maiden name?	Mary Ball.
What story is connected with the childhood of Washington?	Cutting down the tree.
In what year were the soldiers camped at Valley Forge?	1778.
What Frenchman was an admirer of the Washingtons?	Lafayette.
In what year was Washington born?	1732.

Games

Cherry Guess. A glass jar led with candy cherries or anberries is passed around the circle. Each person is given a chance to guess how many cherries are in the jar. A pencil and paper are passed around with the jar. After guessing each person writes down his answer and passes the jar and pencil to the next person. The person judging the nearest correct wins.

Historic Pictures. Each person is provided with a pencil and paper. He is told to draw a picture representing some event in American history. At the bottom of the picture the artist writes the title of his picture but folds it under so that nobody can see it. The pictures are then passed to the right and recipients write their guess as to the title upon the sheet. This is also folded under and again the sheets are passed to the right and the next person tries. This is repeated until the pictures arrive back to their creators, when the various guesses as to their meaning are read aloud.

Cherry Necklace Stringing. Each couple is given a needle and thread. A large bowl of cranberries is placed on a table within easy reach of everyone. The fun lies in seeing which couple can form the longest necklace (by stringing the cranberries) in the time allowed (two minutes).

Flag Relay. Players are divided into two groups, each group forming a circle. The captain of each team has a small flag. On the signal the captain passes the flag around to her right three times. The team which completes the three rounds first wins the game.

The Narrow Course. Two cherries on a stem are drawn

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For those who are looking for appropriate party suggestions and who have not already had the material, the bulletin, "A Washington Party," issued by the Community Drama Service, N. R. A., will be of interest. Colonial pastimes are introduced with modern games adapted for the occasion. There is also a charming shadow play, and some brief playlets are included, together with directions for dancing the Minuet and the Virginia Reel. Price, 25 cents.

Bump-the-Bumps Slide

By B. G. LEIGHTON
Director, Winter Sports and Recreation Division
Minnesota Arrowhead Association

A fun-provoking innovation in winter sport facilities.

There is a great variety of activities in Bear Mountain's winter sports program.

REPLETE with thrills and a variety of sliding, thoroughly safe for the novice and yet full of challenges to the daring, is the "bump-the-bumps" slide—an innovation in winter sports recreation that is meeting with unusual popularity and growing more attractive than tobogganing. It is simple and inexpensive in construction, requiring only water, snow, a few tools, labor, and a small slope. It allows large numbers to take part, and appeals to all age groups from four to sixty-four years, and is a laugh-provoking activity for those who partake as well as those who look on. An experiment carried on for five winters with such a slide has proven its worth and popularity.

Sliding, while standing on a small slippery strip of ice on level ground seems to have an unusual attraction for most children and many adults. A slight slope or a terraced lawn that becomes icy ofttimes is used as a sliding place also. On such a slope the sliding is done both by standing up and by sitting down; sometimes a piece of cardboard is used to sit on.

Certain summer amusement parks feature the bump-the-bumps — a highly polished and fairly steep incline with numerous and different sized bumps, ranging from three to six inches in height. A padded canvas floor and rubber bumpers at the bottom of the "bumps" eliminate the possibility of accidents. This accessory also indicates the interest in sliding.

The bump-the-bumps slide, which is a combination and a modification of the amusement park bump-the-bumps and sliding on a small piece of ice, is from four to ten feet wide and from 150 to 200 feet long. The sides slope outward, bowl effect, and range from five to fifteen inches in height. The slide on the slope is wavy, but flat on the level. The surface of the slide has varying slopes between approximately ten and thirty degrees with the slope itself about 125 feet long.

An individual riding on such a slide can experience a variety of kinds of sliding and thrills. A piece of cardboard

In the December issue of "Recreation" we presented suggestions for the construction of toboggan slides supplied through the courtesy of Mr. Leighton. In this number a description is given of "Bump-the-bumps," the newest member of the winter sports family. The article is reprinted from the December issue of "Parks and Recreation."

aper (from packing boxes), room, shovel, a piece of ood, a sheet of old tin and milar material are used to t on for the ordinary rides. itting on ash can covers or round bottom pan, riders ill spin down the slide. A iece of linoleum, wheat ack, cane seat for chair or axed cardboard will give ne a fast ride. "Belly- flop- ing" on a wheat sack filled ith straw or hay gives an- her thrill. For the more aring, and those who know ow to fall, sliding while anding up will give one a rilling experience. An- her popular method is to rm a "train" of riders— ch with arms around the waist of the rson in front. From five to ten riders a "train" gives best results, though as any as fifty can form such a train. A long ain ofttimes ends in a "monkey-pile" before ishing the slide—which adds to the fun.

Courtesy "Parks and Recreation"

At the winter sports center conducted by the Hibbing Recreational Department.

Accidents are practically negligible on the mp-the-bumps. There is danger, however, for e person who rides the slide alone while stand- g who does not know how to fall. Such per- ns may sometimes fall backwards striking the ad. Consequently, standing while sliding ould be discouraged.

To construct the bump-the-bumps, certain pre- minary matters should be taken into considera- n in selecting the slide and in arranging for its nstruction. The following is a list of hints and ggestions:

1. A hill with a gentle slope of about fifteen to irty degrees, facing north or northeast, will ake an excellent site for a bump-the-bumps de, and especially if it is adjacent to a body of ater.

2. The space required is about 15 feet by 200 et—10 feet of width for the slide and 5 feet for t return path or stairs.

3. Avoid having abrupt bumps and rough rface.

4. Avoid straight sides—should be rounded and ve bowl effect.

5. From five degrees to twenty degrees is the best temperature in which to build the slide. However, building can be done even in twenty degrees below zero.

6. The surface must be kept as smooth as glass.

The following is a list of supplies that are needed in constructing the bump-the-bumps slide:

Three stable shovels, 100 feet to 450 feet one-inch garden hose, one one-inch garden hose nozzle, one pick-axe, two galvanized pails, one galvanized wash tub, two brooms, one tool box, one bricklayer's trowel, one sprinkling can, with a "fine" sprinkler, one first aid kit, one hand ice scraper, one whetstone.

How to Proceed in Constructing the "Bumps"

1. In selecting a site for the bump-the-bumps slide it is essential to see that the slope has not too steep a grade and that there is a fairly level surface extending out from the foot of the slope. The best location for such a slide is on the shore of some lake or stream so that the surface of the ice can be made a part of the slide.

2. The space required should be about 15 feet by 200 feet—10 feet of the width for the slide and 5 feet for the return path or steps.

3. Any depressions, humps, or boulders should be left in the path of the slide to help form a wavy surface.

4. Large logs and similar obstacles should be placed at a slight angle across the slide. These obstacles should not be placed too close to each other allowing ample room for an easy, wavy surface.

5. Excess snow along the path of the slide should be eliminated and the remainder thoroughly sprinkled with water to give the slide a solid base. Around the obstacles fill in with heavy slush of snow and water eliminating all abrupt bumps.

6. Starting at the bottom of the slope and working towards the top, cover the course with slush two inches deep. Use a bricklayer's trowel to make surface as smooth as possible.

7. After the foundation has frozen solidly, and starting from the top of the hill, lay out a guide line about 12 inches inside and from the left of the slide and along the course. Use about 125 feet of shoemaker's string and 60 penny nails. Nails should be used as stakes and placed 25 feet apart. The line will mark the left inside top edge of the left side of the "bumps."

8. Starting at the bottom of the slope and working toward the top, build up a side for the slide about 10 to 15 inches in height. This side should have a slope outward and have a bowl effect.

9. Build the side on the right of the slide so that there will be approximately a 10 feet trough in which to slide.

10. There should be no sides on the level surface.

11. After the base and sides of the trough have been built, eliminate all ice projections, humps, and sharp edges. A hand ice scraper, sharpened with a one-half inch bevel on one side and one-eighth inch bevel on the other side, in excellent for this process.

12. To give the final coats of glossy ice to the bump-the-bumps, start at the top and work to the bottom by spraying water as fine and as fast as possible over the entire surface. It may be necessary to repeat this process. The spray should be so fine that it freezes as soon as it strikes the surface. Avoid water running and collecting in the hollows of the slide.

13. By scraping carefully with the hand ice scraper, remove all "pebbles."

14. Sweep out the slide thoroughly clean.

15. The final step is to sprinkle the entire bump-the-bumps with hot water as fast as possible and by starting at the top and working down. This process improves and toughens the sliding surface. The sprinkler of the sprinkling can should consist of fine holes.

NOTE: If the water is too hot it will crack the surface. It should be so hot that it is just possible to put your finger in the water.

16. It is important that the surface of the slide on the out-run of the level ground is kept as level and smooth as possible.

17. When the path back to the top of the bump-the-bumps becomes packed down, steps can be readily built on the slope by the use of a spade or pick-axe. Small foot-holes can be chopped into the hardened snow. Where it is unusually steep, it might be well to build a stairway.

Suggestions for Care of "Bumps"

1. Inspect the slide each day for projections, rough edges, or broken sections.

2. Heavy slush of snow and water mixed in a pail or tub makes excellent material for patching.

3. Use a hand ice scraper to cut off projections, rough edges, humps, or rough surfaces.

4. To compensate for the wear and tear on the bumps, it is well each day to sprinkle it with a fine spray of water after the slide has been swept of snow and other foreign material. Scrape off the "pebbles," sweep clean, and then spray with "fine" hot water.

5. Sections of the "bumps" that are exposed to the sun or on warm days, can be kept in condition by covering with a thick blanket of snow, pine branches, or gunny sacks, etc.

Courtesy "Parks and Recreation"

The "bump-the-bumps" slide at Ely, the first winter sports resort in the Arrowhead district.

Instructions to Starter

1. You are the host. Those using the bump-the-bumps are your guests. Consequently your attitude will almost invariably determine the attitude of the "guests" and will help to eliminate many problems of discipline. A smile is contagious.

2. Enforce all rules firmly and courteously.

3. Do not allow any one to use the bumps in a standing position unless it is a "train" of five or more.

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The Play's the Thing!

All of the playground activities contributed to this drama program.

By MIRIAM CHURCHYARD

ON THE playground of Douglas, Arizona, we decided to stress children's drama for one summer. We felt that the weekly play, correlated with other activities, held great possibilities for creative recreation for the children. Moreover, we felt a special need that particular summer to draw the attention of the community to its playground. Thus, drama for children became the center of our efforts.

The playground area was a part of the large city park, and the average daily attendance, exclusive of that for baseball, was about two hundred children. One director with a part time assistant was responsible for supervision, games, story hours, plays, handwork and all other activities. Naturally the plays selected were simple, for only a limited amount of the director's time could be given to group or individual rehearsals. Funds were not too plentiful so there could be no elaborate costumes or settings. Many children wished to have parts, so plays were selected which would permit of using groups of children.

Each Monday morning the cast for the week's play was selected from the children who were present at that time. Parts were never given out before Monday morning. There was only one hard and fast rule—a child who had had a leading part in one play must take a minor part in all the others except the final one. Any child who wished to be in the play might have a part. Many of them had never been in a play and they were eager to be "in it." Children were often selected because of their eagerness rather than because of any pronounced ability—a reversal of play casting principles, to be sure, but it was surprising to see how many times children with seemingly little ability arose to the occasion. Latent imitative and dramatic ability was put to use and the players developed a new power within themselves.

Each Friday morning, after five group rehearsals, the play was performed out-of-doors if the weather permitted. Three large, plain screens set up among the trees furnished the background and provided ample facilities for stage entrances between them or around their ends. Breathless behind the screens the players watched the audience gather and seat themselves on the grass. At a signal the play started and the children went on as best they could. Sometimes the plays were not as finished as we should have liked them to be; sometimes they were far better than we dreamed possible. Recreation, not a super-

finished product, was our aim. The joy of the children and the parents was well worth it all. When at the conclusion of each play the name of the next was announced, "Can I be in it?" was chorused from the children in the audience.

Correlating Playground Activities

In planning the play we kept in mind the importance of correlating as far as possible all play activities. Such correlation, we found, developed in all the children an appreciation of the work of the players and gave many children an opportunity to help. Because most of the children watched the play rehearsals, we started our correlative work in the story hour that was held three mornings a week. Patriotic stories were used with the "Old Glory" pageant which we developed as an Americanization project for our large Mexican population. When King Dirty Face ruled "Calico Land" stories of cleanliness were in order. The "Sing-a-Song" who solved the problem of a "won't-go-to-bedder" called for health stories of another sort. An almost limitless number of stories could have been used with the "Elf King" and the "Wishing Hut" for they were plays of elves and fairies. The week of the Japanese play was one made joyous by the use of Japanese pictures, poetry, folk lore and the reading of other plays. The "Enchanted Door" was full of stories to t told. This play helped to increase many child's range of reading for himself also. Ofte the children brought in story material relativ to the week's program.

Some of the plays needed music, either fo accompaniments for songs and dances or t help in the mood of the play. Our only instru ment, a tiny portable phonograph, was use A rhythm band with kettle lids, woode blocks, bells, and "what-have-you," sometime beat out the rhythm as the record was playe Songs used in school were worked into play often as a substitute for those less well know Occasionally a child musician served.

Dancing groups often added to the effect o the plays and made places for more player Folk games were used. Every effort wa made to keep this dancing very simple an easy to execute. This practice was confine to the dancing period.

The handcraft period allowed us the great est amount of correlative oportunities. Th appreciation work of the story hours, the mu sic and the dancing periods, led to creativ thinking. In the handcraft period there wa

A curtain on which they had fastened leaves served the children of a Bronx (New York City) playground as the background for their play.

creative doing. Many original suggestions came from the children and were used wherever possible in the work of the play. We urged them to draw illustrations, to work out stages in miniature and make illustrative posters.

In this period the costumes and properties were prepared. All the children were interested but none were obliged to help. Indeed, so eager were they to help that there were times when it was difficult to find work for them all. Even visiting mothers became so engrossed with our preparations that they helped for many an hour. A group of older girls found their niche here in the handcraft room. It was a happy time, so much so that it was often difficult to insist that the work be put aside for the day when closing time came.

Crepe paper was used for many of the costumes, the brown capes for the elves, the arm and head bands with floating streamers for the Jewels, the ruffled anklets for the dancers, and the wide sashes for other players. Unbleached muslin dyed the requisite colors served varied needs. Once servitors' jackets of muslin dyed scarlet were a coveted possession. Chaps for the cowpunchers, suits for the Indians and hunters dyed brown and slashed at the edges were realistic. So the days went. Badges to be made of construction paper, red, white and blue for the players in "Old Glory"! Such splashing of paint when the stick candy was made for the "Wishing Hut"! Such experimenting to make paper look like a bonbon! Whiskers for the elf! Red draperies for the Fire Witch! Stilts for the Washing Man! Numbers on the hats for the Hours! Guns carved from wood and holsters fashioned from inner tubes for the cowpunchers! Garments to be altered! Anything! Everything! It's all for the play!

The Final Play

For only one play, the final "Toy Pageant," did we construct a background other than the screens. For this it was necessary to have a large clock face through which the "Hours" might enter and leave. A child's ingenuity helped to solve the problem. A white curtain about twenty feet square with clock numbers two feet in height was made to hang between two trees. A slit in the center allowed the children to make an entrance rather high above the audience and come down steps to the grass where the performance was given. Children who served well in the summer's plays were honored with responsible places in this. It was our one evening play. With the floodlights, gay costumes, dancing and music, it was a gala affair for the closing week.

Publicity for the play in the form of posters and invitations was another part of the handwork correlation. Posters were placed on the bulletin boards, on the grounds and in the windows of the downtown stores. Even though the posters were large, the printing and the designing were done by the children. Oftentimes one child would have the idea for the poster which would be executed by a child with more ability as a designer. We tried to keep the invitations the simplest of all the handwork so the littlest folks might help. Construction paper was torn across the nine-inch end into strips several inches wide. Some little device representative of the week's play was placed on the outside. For "Calico Land" it was simply a torn square of cloth pasted with its point to the edge of the paper. Inside was typed line of invitation, giving date, place and name of play. These invitations were sometimes distributed by the children; occasionally the stores included them in their outgoing packages. Many a little child who worked on invitations was proud to have helped.

Our audience increased in number from the first group of six mothers and a few children to hundreds of parents and children. Many children came to see the plays and later become interested who would not have come otherwise. Increased attendance among the adults meant increased interest in the community in the work of the civic recreation program. As our attendance grew we followed the play with other activities, story hours and contests, typical of our endeavors. The citizens now had a chance to see all phases of the work and to realize something of the values which the local recreation movement was seeking to create and foster through the program carried on from day to day.

Yes, the "Play's the Thing" when it helps to center the interest of a community on its civic playground.

Ye Old Stocking Puppet

By MYRTLE M. BRIDGE

There is a very real satisfaction in making and operating your own puppets.

Puppetry comes into its own in a summer camp.

"OH, HEAR ye! Oh, hear ye! The puppet show is about to begin. Proceed to the corner of the porch and sit beneath the old apple tree, if you would hear the old puppet show. Oh, hear ye! Oh, hear ye!"

Thus passed the crier through the camp gathering in his wake the howling, boisterous youngsters of the East Side who left their ball games ever eager to hear the folk tale in puppets.

Now it so happened in Clark Camp we had a number of the old hand carved wooden Guinol puppets, with which I played "Ye Old Punch and Judy Show" to merry laughter and spinal thrill delights, as the devil drags Punch to the flames. Up the stairs to bed marched the refrain:

"I've killed my baby,
I've killed my wife,
I've killed the policeman too-oooo-oooo,
And I'll kill you-ooo-oooo-oo.

So the puppets came to camp to stay.

"You played Punch, didn't you, Bridgy?" "How could you get your voice so high and funny?" "Would you like to try?" A chorus of "Yes'es!" Out comes the box of Guinol puppets, under the shade of the old apple tree. To the group of children sitting there behind a bench I explain the magic manipulation of a hand puppet. The first finger is your head, the thumb one hand, the middle finger the other. Now you are ready to try and make your puppet come to life. And quicker than you or I could say, "Jack Robinson!" Ye Old Punch began to shout for peace and quiet from the plagues of domesticity, while the baby cried and Judy insisted that Punch nurse it until she returned from shopping. Whereupon Punch proceeded with great gusto to spank the baby, whose shrieks became yells, which drove poor Punch to throw it out the window. With all the thrill of a Daily News did Punch proceed deeper and deeper into his murderous life gaily singing:

"I've killed my baby,
I've killed my wife,
And I'll kill you too-ooo-oo."

until the remarkable "fee, fie, fo fum" devil appeared, with a branch of the old apple tree for a pitch fork, and dragged Punch off to burn—burn—burn. The puppet company was formed.

"Can we make our own puppets to take home?" was the next step. "My Own-self from Jacobs' *More English Fairy Tales*, having been selected and dramatized, out came ye old stocking bag and "cotton battin' " for the stuffin'.

The old Guinol puppets with their exaggerated features lent themselves for excellent models. The "cotton-battin' " is molded by the children into an egg-shape, large or small according to the characters. Then, with a big eyed needle and heavy cotton the eye sockets are drawn in half-way from the top of head to chin. The nose is shaped by adding more "cotton-battin' " making the stocking project, and tacking it to form a character nose. Likewise, the cheeks and chin take their thinness by our adding or illuminating the cotton.

Now, a hole the size of your finger is made in the head and a stiff card-board neck to fit the finger is sewed in, and to this the chin and back of head are fastened. Large colored beads make the eyes and show card colors give the needed tint and character lines to the faces. The wigs are either "cotton-battin'" shaped as grey hair or various colored sweater yarns plaited or bobbed. From "ye old scrap bag" comes a simple sack, forming the body the front of which is dressed to fit the part.

When the child is too small to make a stocking head a ten-cent doll's head may be substituted.

There is always some child in the group who can handle ten-cent water colors and draw designs for back-drops. These can be painted on white, blue and grey cambric, with show card colors to which a little glue has been added, so that the colors will stand up better on the material.

Old waste baskets have odds and ends of colored paper and cardboard boxes, in which a child rummaging can get materials for properties of stools, beds, tables and dressers. The stage can be constructed out of any old lumber. A good proscenium for child is 24 inches wide by 20 inches high. A simple frame should be made with the floor depth about 8 inches. Two side wings 12 inches each should be attached to each side of the proscenium arch. Put across the top of these wings two hooks to hold the curtain rods, on which the back-drops are hung.

If you are besieged with the fear that the project will not come up to a high art standard, you are right. Any such attempt is, in my opinion, the great failure in the use of puppets with children. The old puppets were made to act and children love playing people with their dolls. So why start with the development of art puppets? Why not let the drama speech and body coordination grip the child first and then inspire him to take a longer time and model from clay, the harder papier mache' or plastic wood faces.

The real value of puppets for a child lies in the fact that the project is small enough for him to cope with from every angle, giving him ample opportunity to project his ideas to others without self-consciousness. With the hand puppets a child can play the whole show himself or two children can play four characters admirably. He unconsciously lets each hand represent a character and changes his voice to suit the part.

Two leaders in our group after two weeks of camp were writing their own play of a little girl and her mother, which beautifully betrayed the child's dreams of staying up late, indifference to spanking and the fears and lonesomeness of the dark. They had unusual rhythm of line which came perhaps unconsciously from so much dramatization of the folk tale.

Then let us give the child the opportunity to gain rhythm and co-ordination through working the simply made puppet leading on to development, which surely comes, rather than tiring the child with a long drawn out period of making art puppets with never time to actually play at making them talk and act. A hand puppet can walk, pick up things and really give an excellent illusion of acting. The pause and exaggerated gesture are most effective and take time and practice in actual manipulation to acquire. I have found that as the child becomes a better puppeteer he also lengthens his scenes, adding real dramatic climaxes.

You can tell just by the back of their heads how much they are enjoying it all!

NOTE: Anyone wishing further information may secure it by addressing Miss Bridge in care of the Department of Speech, Hunter College, New York City.

Making the Library a Recreation Center

By
G. R. McCORMACK
George Rogers Clark School
Vincennes, Indiana

How a library made citizenship training genuine play!

Making the costumes and posters was part of the fun in this exciting campaign for favorite books.

WITH so many families finding the usual summer vacation away from home an impossibility, local recreation centers this year were faced with greatly increased enrollments at a time when their allowances had been seriously reduced. To provide worthwhile recreation under such conditions meant that new methods of employing available materials must be found, and new incentives for their use devised.

It was to meet such a situation that the public library of Vincennes, Indiana, under the supervision of Miss Jane Kitchell, librarian, and the library staff, sponsored a summer reading project so unique and timely as to attract national attention in library and educational circles.

For the past few years the Vincennes library has sponsored a vacation period reading project, employing various incentives to stimulate the reading of good books by school children. This year, being presidential election year, it was decided that the reading project should follow the general line of early training in citizenship and that the children should learn by actual experience. With that idea in mind the library staff prepared attractive booklets listing in simples terms local, state and national officers, along with their principal duties and manner of election. These booklets were distributed to the children for examination, with the purpose of teaching them, through actual participation and while they were having fun, just how a public officer is nominated and elected and what his responsibilities are.

To keep the project non-partisan and impersonal, the children were encouraged, during the reading period, to select the books they most enjoyed, and at a nominating convention conducted under state convention rules to nominate those books for election to office. Thus books were to be candidates for the various offices. In nominating a book for an office the delegates to the convention were required to make a nominating speech telling why they preferred their nominee and what special qualifications he had for the office. Attractive posters made by the children

n an effort to solicit support for their favorite ook were displayed in and about the library nuch in the manner of a regular soliciting cam- aign. With the nominations passed, soliciting or votes began in earnest, continuing through lection day. To add color to the campaign, songs ere written about the books and set to music, nd each candidate had a melodious glee club to urther its interests.

In preparation for election day the children ere required to determine, by inquiry among ity and county officers and former election offi- ials, the exact manner in which an election is onducted under state law, and every election fficer, from poll clerks to sheriff, was chosen in anner prescribed by law.

With the registering of voters a problem arose hen a little girl was found not to be a citizen f the state, (library), because she had just re- ntly moved to the city and had not taken out tizenship papers in form of a library card. After etermining the exact procedure in naturalization rough the judge, and substituting days for the mber of years required to attain citizenship, e girl was naturalized and given her citizenship pers. She was then permitted to register and vote.

On election day the library was turned into a gulation voting center with ropes, booths and lue pencils." Every officer called for by law s on hand to see that all election laws were gidly enforced. Enthusiastic workers were pres- t to challenge the eligibility of doubtful voters. e registration clerks saw that everyone regis- red was brought to the polls to vote. Large llow posters explained the laws of the State of diana regarding elections and gave instructions how to mark a ballot properly. Regular ballots re used and usual procedure in marking them s observed. In counting the ballots the election icials were allowed to use their own judgment garding mutilations and similar matters.

The returns of the national ction showed that *Rebecca Sunnybrook Farm* had been sen president; *Tom Saw- , vice-president; Pinocchio,* resentative, and *Huckle- ry Finn,* senator. In the e and local elections *Peter bbit, Willie Mouse, Little Red Hen, Gingerbread Man, Sunbonnet Babies, Overall Boys, Hans Brinker* and *Humpty Dumpty* were victorious. With the announcement of the election, Mayor Joseph Kimmel invited the newly elected to come to his office and assume their duties.

With the election past, a grand celebration and "love feast" was planned. Every child who had qualified as a voter by reading and reporting on at least ten books, was eligible to march in the parade. Accordingly, more than six hundred children in costumes representing some favorite book character which they had made as part of the project, assembled and marched through the principal streets of the town. The parade was headed by an old-time torch light procession, and each child carried an imitation torch made of red paper fastened to a long stick. Immediately following the torch bearers came a drum corps, then the Mayor's car in which *Peter Rabbit* rode with the City Mayor. The city provided a motor escort and halted traffic while the children passed. At each corner the parade halted while some enthusiastic "politician" mounted a keg, in lieu of the conventional stump, and proclaimed to the crowd the virtues of the victorious candidates. The parade finally arrived at the library where a balloon ascension and a grand feast of ice cream cones ended a perfect day.

In evaluating the project it is interesting to see how many recreation fields were touched. In giving the oral reports of the books read—*story-telling;* in writing the songs and setting them to music—*music;* in making the posters—*art;* in the making of the costumes—*designing;* in the reading of good books—*everything.* The fact that the children liked to do the thing and derived pleasure in so doing justifies the project even were one to disregard the educational value of their training in citizenship and cooperation. Little Thelma Newton, judged the champion reader of the summer, walked three miles daily to get the two hundred and seventy-two books she read and reported on orally.

So much interest was shown in the project by educators that the children appeared twice before the summer high school and before the university classes.

During the past summer ingenuity and resourcefulness have in many communities been substituted for the funds usually available. And because of this many of our recreation programs have been vitalized and enriched with new projects. Here is the story of a public library which used ingenuity in meeting depression problems.

Volunteer Leadership in the Recreation Movement

"The key to the successful development in leisure time activities through volunteer leadership is to be found in the existence of an adequate number of paid and trained leaders of organizing ability and inspirational power, who provide dynamic power and the sound guidance which is indispensable."

IN THE beginning of the recreation movement in the United States volunteer leadership played a very important part. A large number of recreation systems owe their existence to the work of volunteer associations of citizens who undertook and carried forward the preliminary educational work, raised funds, served on committees, and in many ways worked to establish recreation service on a permanent basis as a public function. As the service in an increasing number of cities reached the objective of municipal functioning and employed workers increased, a number of the citizens instrumental in having the work taken over by the city were appointed to membership on the recreation commissions or boards created, and the numerous associations of citizens tended to dissolve.

At the present time, however, with the problems which recreation departments are facing in the depression, there is a distinct need for such volunteer associations or committees as existed in the early days of the movement to stand back of the municipal body to help in safeguarding budgets and in interpreting the movement to the public. A number of such groups, generally known today as recreation councils, are in existence in a number of cities and are giving invaluable service in the present crisis.

The services which hundreds of men and women are giving without financial compensation on boards, commissions, advisory councils and on committees which in many instances are functioning in much the same way as municipal boards, is recognized as one of the most vital volunteer services in the recreation field, and in this capacity volunteers have proved their worth.

Volunteers in the Activities Program

A few departments make large use of men and women of like tastes and interests on committees to sponsor the particular type of activity in which they are especially interested. Thus there may be a music committee, a drama committee, a children's play committee, a nature study committee, an athletic committee subdivided into several committees, an art committee and others, each group being responsible for the development of a particular phase of the program. This use of volunteers accomplishes a double purpose: First, it results in mobilizing the skill, intelligence, force and power of a specially interested group in the development of a particular part of the program; second, through the combined association of all such committees there is built up a large group of citizens trained to stand back of the department and its program as a whole.

With the present economic situation there is a tremendous need for the services of volunteers qualified to direct recreational activities of all kinds. Without funds to pay the workers needed to meet increased demands, recreation departments

One of the many playground activities in which volunteers may give effective help.

Courtesy Recreation Board, Greenwich, Conn.

are turning more and more to the volunteer leader, and recreation executives are facing the necessity for selecting and training these volunteers and for placing them in positions where they will perform the most effective service.

Reports from many cities tell of the valuable service volunteers are giving in the emergency.

In every community there are young people and adults who have experience in various phases of recreation or who have native abilities which through training may be made to count in volunteer leadership. It should be the duty of every recreation executive to have made an inventory of the talent available in his community. This inventory would comprise a listing and card indexing of every individual trained in one or more particular skills which might make them useful as leaders in a recreation program. Such a list might include all persons who have:

Knowledge and skill to lead in children's plays and games.

Ability in athletic games and sports for young people and adults who would act as organizers of teams or leagues, or as instructors, officials, life guards, and swimming instructors.

A sufficient knowledge of music to make them useful as community song leaders or as organizers or leaders of orchestras, bands, choruses or some other form of musical organization.

A sufficient knowledge of drama to enable them to act as directors of plays; to conduct play reading groups; to design and make costumes; to design and paint scenery.

Ability to tell stories.

Ability to act as instructors in some form of handcraft.

Skill in teaching some form of dancing.

Ability to instruct in some branch of graphic and plastic arts.

Ability to coach a debating team.

Ability to act as hostesses and social leaders.

Knowledge of some phase of nature study and ability to impart their knowledge in an interesting manner as leaders of nature study groups, or to give independent lectures on some phase of the natural sciences or trips they have taken. Volunteers may also be used to great advantage as leaders of hikes and charters of trails.

Many volunteers may be enlisted to work in general projects, such as Christmas toy shops where they collect toys, recondition them, make up bundles and distribute the toys.

Sources of Volunteer Leadership

There are a number of sources and groups from which these individuals may be drawn. A few of them follow:

Members of parent-teacher associations, churches, men's and women's clubs, and civic and social organizations of all kinds.

College graduates who may be without positions.

Former employed playground workers.

Older boys and girls on the playgrounds who, with some training, may become effective assistants.

Older Boy Scouts, Girl Scouts, Camp Fire Girls and Junior League members.

Individuals who have passed the Red Cross Life Saving tests for volunteer service at beaches and swimming pools.

Members of local branches of the storytelling league, of musical, dramatic and athletic organizations.

Teachers, particularly special teachers of physical education, drama, music and nature study.

Undergraduates of physical education schools.

Parents of playground children.

Unemployed individuals.

To Make Volunteer Service Effective

(1) Volunteers must be enlisted and selected with the same care with which paid workers are chosen.

(2) There should be required of the volunteers a certain amount of training and reading.

(3) Each volunteer should be carefully adapted to the service he can best perform.

(4) As a rule all volunteers should be brought together in the same kind of group organization in order to provide for advancement in their field of service, and most important of all, to keep up their interest and enthusiasm.

Enlisting Volunteers

Experience has shown that in all probability the best way of securing leaders is through personal contact, through interesting individuals in giving their services for an activity in which they are particularly interested and for which they have had training, and through appeals to organizations. Frequently volunteers apply on their own initiative or through the urging of friends. Newspaper appeals are sometimes used, though many feel this is not an entirely satisfactory method. A common method in use is to select workers from those attending training institutes to which community groups send representatives.

One interesting method is followed by the recreation executive in Plainfield, New Jersey, who makes it a point to glance through the accounts of meetings of various local organizations, and if he sees the name of anyone who has made a particularly helpful contribution to the meeting he notes the individual's name and address on a card, the name of the organization and possibly a note regarding his interest as shown by his comment.

In connection with volunteer leadership in Boston, Massachusetts, Community Service of Boston, Inc., has organized a special volunteer service bureau to operate as a definite part of the Boston Boys' Work Conference. Through the bureau many volunteers are assigned to aid local agencies. The executive of the Community Service of Boston, interviews students at Boston University and Massachusetts Institute of Technology and selects those he feels have a contribution to make as volunteers, assigning them to duty with local agencies which have requested volunteer help. The college authorities cooperate by setting aside definite periods for these interviews and bringing together students who are interested.

How Volunteers Are Helping

In the Leadership of Activities

In many cities volunteers helped last summer on the playgrounds, at bathing beaches and other play centers. In a number of communities plans are under way, or have already been put in operation, for leadership at winter centers. A few examples of past achievements, current undertakings and future plans, will show something of the types of services which volunteers are carrying on.

Experienced Workers Help

In a number of cities the volunteers were formerly workers whose interest in the program with which they had been associated was so keen that they were willing to work without compensation. Houston, Texas, for example, last summer had on its volunteer staff five former full time workers who gave their services during the entire playground season. With added supplemental volunteer service and a budget one-fourth the size it was a year ago, the department maintained two more playgrounds than it had operated the previous year.

In Pittsfield, Massachusetts, experienced workers who had formerly served on the playground contributed their services for one week and were paid for one week on a greatly reduced basis. In Webster four playgrounds and a beach were operated by volunteers. Some of these workers had been employed on the grounds the previous year. Four Eagle Scouts who volunteered their services worked most effectively at the beach.

In Wilmington, Delaware, as a means of meeting the leadership problem resulting from a

reduced budget, every member of the staff volunteered some extra hours in order that the playgrounds might be kept open in the morning, as well as in the afternoon and evening. Former employed workers volunteered to take charge of the community center activities in Cincinnati and Canton, Ohio, when funds had been exhausted.

The winter social center program, boys' and girls' clubs and gymnasium classes will be carried on this winter in Springfield, Massachusetts, because orchestras, floor directors, door keepers, gymnasium instructors and school janitors have volunteered their services for a twelve week period. The program will necessarily be curtailed and a number of centers will be temporarily abandoned, but many thousands of boys, girls and adults will enjoy social center activities because of the interest, enthusiasm and devotion of a large group of volunteers. These volunteers are signing enlistment blanks drafted in much the same way as a regular enployment contract.

Volunteers from Local Groups

In a number of cities local organizations play an important part in the successful functioning of the play centers under volunteer leadership. Akron, Ohio, is one of the outstanding examples. Here the Parent-Teacher Association Council took charge of assigning their members as volunteers for definite hours and definite pieces of work, and for providing substitutes when regular volunteers could not serve. The Akron Story League put on regular periods of storytelling, some older Girl Scouts helped in games, and a good many mothers gave valuable service with younger children in group games, storytelling and simple handcraft. Three hundred and forty-two periods of volunteer service were given. In this same city the high school director of music as a volunteer conducted a playground band of 86 members. At Steubenville and Canton, Ohio, volunteers with Red Cross certificates helped in supervising swimming pools.

Last summer 54 playgrounds were opened for the first time in Oklahoma City under leadership. Six of these grounds were conducted entirely by volunteer leadership furnished by the Recreation Council composed of all the character-building agencies of the community. A different agency in the Council assumed the responsibility for training and furnishing leadership for each ground.

In Shreveport, Louisiana, the Parent-Teacher Association "matched" the city by raising an additional $500 for the summer playgrounds provided the city made an additional appropriation

Many mothers are giving effective leadership in playground activities for little children.

Courtesy Recreation Commission, San Francisco

Courtesy Board of Recreation Commissioners, Bloomfield, N. J.

of a similar amount. Besides raising the money the Parent-Teacher Association Council assigned on schedule two volunteer workers to assist the paid worker on each of the gounds. These volunteers were always on duty at the time assigned or furnished substitutes.

Some of the volunteers who helped on the Columbus, Ohio, recreation program included an experienced colored worker who gave full time, a group from the storytellers' league who served for definite periods on the grounds, and eight young men from the Y. M. C. A. who assumed definite responsibility in connection with athletics. The Mayor thanked these volunteers by letter at the end of the season.

Board Members and Playground Graduates Serve

Members of recreation commissions and boys and girls who had graduated from the playgrounds were equally willing to serve. Each member of the Park and Recreation Commission of Chicopee, Massachusetts, personally took charge of a playground, using as assistants people receiving financial aid from the local relief body. In Marlboro, eight volunteers who had had previous experience served under the leadership of a member of the Recreation Commission and a paid worker furnished by her.

The play streets in York, Pennsylvania, originating from the playground program, were conducted by boys and girls, high school graduates, in some instances unemployed, who had attended the playgrounds. In Somerville, Massachusetts, fourteen young people who had grown up on the playgrounds worked as volunteers.

The Volunteer and Social Recreation

Social recreation is one of the activities in which volunteers are helping most effectively. In Evansville, Indiana, practically the entire social recreation program is conducted by volunteers. In Omaha, Nebraska, an outstanding program in social recreation is being conducted. Last year volunteer leaders numbered about 110 people recruited from the American Legion, churches, parent-teacher associations and recreation agencies. These individuals, who were trained in an institute covering a period of six weeks, were organized in teams of ten with a captain, a song leader and a pianist. Throughout the winter these groups served the Y. M. C. A., Y. W. C. A., park field houses and community buildings, school buildings and surrounding rural communities. Many of these workers, instead of devoting two nights a week to volunteer service as they had pledged to do, gave three and four nights to the work. They used their own cars for which they supplied the gasoline, while the American Legion furnished the equipment. Much of the success of the plan, it was felt, was due to the fact that a paid executive was employed through whom the teams were assigned and with whose help programs were planned and executed. This winter a second institute will be held and the program will continue on an increased scale.

An unusual development in the use of volunteers, known as the Leisure Hour Club Movement, is under way in Indianapolis, Indiana, under the leadership of a volunteer, a public-spirited business man, and with the cooperation of 48 agencies working under the sponsorship of the Council of Social Agencies. The active organization work will be directed by an executive committee of about twenty individuals made up of professional workers and an equal number of influential laymen. This committee will organize general committees to develop programs along the line of their particular interests. The music committee, for example, will find talented people capable of putting on good programs and will arrange for the use of their services. In addition

to these program committees there will be neighborhood committees made up of representatives of local organizations who will find usable centers and club rooms, discover latent talent, promote attendance and act as hosts. A number of weekly entertainments have thus far been put on and ten centers definitely secured. The purpose of the movement, as stated, is "to find the means by which neighbors can get together as individuals and families for simple, wholesome pleasures which bring release from the incessant burden of worry and care."

Many other instances might be cited and many more cities mentioned. Those quoted are typical of the services which thousands of volunteers are giving at playgrounds, community centers and camps, and in the organization of activities of all kinds.

Volunteer Leadership in Administrative Groups

While volunteer leadership of activities is proving most important in the present crisis, it is impossible to overemphasize the value of the volunteer leadership given on boards and commissions, and through volunteer associations.

In spite of the fact that almost an entirely new recreation commission was appointed last year at Houston, Texas, the interest and enthusiasm of this group has been so successfully enlisted that instead of being abolished as was planned as an emergency measure, the department will probably receive next year an appropriation twice its present size. Other volunteers from the outside were enlisted at a crucial period in the work of the department to speak before local groups and secure their support. In a campaign for broader support of recreation from municipal funds waged in Conshohocken, Pennsylvania, most of the "fighting unit" are volunteers and people whom the community program has vitally touched in some way. Such interpretations of the work of a recreation department to the public have been one of the most valuable services of volunteers.

A city in Texas which is not in favor of using volunteers as activities leaders because of the difficulties involved, has one of the strongest volunteer recreation boards in that part of the country, and were it not for the constant alertness, understanding and zeal of this board in interpreting the department to the public the recreation program would probably have been abolished as an economy measure.

The whole question of the value of volunteer service is a general one. Probably of the most immediate importance is the fact that it enables the conduct of a wider program and makes it possible to reach more people. But for the long look it is educating supporters for the recreation movement locally as well as nationally, and a given corps of devoted volunteers makes for continuity in changing executive leadership and changing conditions. Futhermore, it is a form of life insurance in times of budget distress."

A Setting Up the Machinery

Careful planning and organization are essential if volunteer leadership is to be effective, and in back of the successful campaign to secure and train leaders are to be found committees and other functioning groups.

In New Bedford, Massachusetts, where funds were available for only a few paid leaders, a definite organization was set up to secure volunteer leaders and to assure the conduct of summer playgrounds. A general citizens' play center committee was organized composed of representatives of various organizations—business, professional, civic and social service. This committee was divided into subcommittees as follows: Personal committee, in charge of securing volunteers; equipment committee, to secure additional equipment through donations, if possible; activities committee, to aid in making up a program, and ways and means committee to raise the necessary funds with which to pay the salaries of two employed supervisors—one a man and one a woman—who had general charge of all playgrounds and organized and directed the work of volunteer leaders.

At the beginning of the season 125 women and 100 men had volunteered for service. These came from the ranks of former playground leaders out of employment, members of women's clubs and similar organizations, school teachers, and unemployed nurses.

In Cleveland, Ohio, the Mayor has appointed a committee of volunteers known as the Recreation Committee, to provide a program for the unemployed. The use of school facilities has been secured in a number of districts, and entertainments are being given by thousands of volunteers. The work is carried on through a large number of subcommittees in each district who are in charge of the programs.

Resourcefulness and ingenuity have an important part to play. This was well illustrated in

Niagara Falls, New York, where no provision was made in the budget last summer for children's playgrounds. The Recreation Commission, an adjunct of the Park Commission, and a number of leading citizens determined that in spite of lack of public funds the playgrounds must be kept open under the general direction of the superintendent of recreation employed by the Park Commission. The Board of Directors of the Beeman Foundation agreed to supply the superintendent of recreation with one assistant, a man, and three trained supervisors, two women and one man. The director of the Work Bureau, the city's relief agency, provided the superintendent of recreation with lists of families receiving relief and permitted him to select from these families the member who in his judgment was best equipped to serve on the playground. Through this source a corps of 48 leaders was secured and given a short course of instruction for two days prior to the opening of the playground. While these leaders were paid by relief funds and cannot technically be called volunteers, the plan represented an ingenious method for keeping the playgrounds open. Twelve grounds were operated for ten weeks.

Training Volunteers

Some volunteers are already prepared, in part at least, with natural hobbies or skill, some with past training in recreation, physical education or teaching fields. On such previous training and experience the degree of effectiveness of a volunteer in activities rests to a large extent. It has been found possible, however, through short intensive institutes to give enough training even to people who have special abilities though they are without previous experience in municipal recreation to enable them to serve as effective helpers. Such training institutes have been used in St. Louis, Missouri; Omaha, Nebraska; Reading and York, Pennsylvania; Pasadena, Glendale, Los Angeles, Oakland and San Francisco, California; and in many other cities. In Glen Ridge, New Jersey, a ten session training course was held in the spring to train young married women anxious to help in the local recreation program. With this group six playgrounds were manned during the entire season under one trained supervisor.

The value of the institute previously held in many cities has been demonstrated in this emergency, for from the people who have taken the course have come many of today's volunteers.

In some of the smaller cities where there is no year-round recreation executive to direct the program of training there may be an individual connected with some local organization or an outstanding layman of experience capable of carrying it on; or it may be possible to call on experienced workers in nearby communities.

The National Recreation Association will be glad to give suggestions and help in training problems.

The Value of Volunteer Service

The experiments which have been conducted have resulted in certain definite conclusions regarding the value of volunteer leadership and the problems involved.

There is a general feeling that volunteers serving under the direction of professional leaders are exceedingly valuable in the carrying out of a complete program, particularly with the limited budgets available at the present time. Much emphasis, however, is laid on the fact that volunteers are valuable only if there is at each activity center a trained, experienced paid director. In instances where volunteers are wisely selected and adequately directed and help is given through trained leaders, the use of volunteer workers is a most effective way of "spreading" the director through the community. Where trained supervision is lacking, experience has shown, activities tend to consist purely of athletic games and only a limited group take part.

Another conclusion reached is that volunteers in general have been found much more helpful when assigned to specific duties with a definite age group and with specific hours. In some cities, for example, mothers have given very valuable service with younger children, and workers holding Red Cross certificates have helped effectively the swimming pool program. The requiring of definite reports from the volunteers was found one method of making their work more effective. The Philadelphia Playgrounds Association found it helpful to ask volunteers to fill out and sign a businesslike contract which was binding upon them. Volunteers failing to live up to the terms of the contract were reported to the organizations they represented. The volunteers were glad to comply with these requirements and found the plan helpful.

The attitude and effectiveness of the volunteer in the municipal recreation program, it has been

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Within 200 feet of a school building is a picnic grove with barbecue pits and a camp fire circle.

Building Recreation on a Slim Purse

A JUNIOR high school class sat in the city council chamber. Sparkling, expectant eyes shining out of clean, smiling faces watched the formal proceedings with glowing interest. There was a pause in the discussion, and the presiding officer spoke.

"I see a delegation here from Woodrow Wilson Junior High School," he said, "and I understand they desire to present a petition. If your spokesman will come forward the city council will be happy to receive him."

A girl stepped out and handed the city clerk a petition.

"Thank you," she said. "This petition bears the names of over three hundred children in our district who ask you to provide us with a place to play. We realize the danger of games in the streets, and parents are always forbidding them. We have been told there is city owned property in our district and are asking you that it be used for tennis courts and a baseball field and a playground for the younger boys and girls."

And San Jose, California, became recreation-conscious!

By ROBERT COUCHMAN
San Jose, California

For years we had talked of recreation programs and boasted of our unique city reservation, Alum Rock Park, with its hundreds of acres of rugged canyon, but prosperity sent our people to the nearby mountains or the coast, not much farther away. When these children, seeking a safe place to play, with amazing initiative brought their petition to the city council, we awakened to the realization that there were hundreds of children and adults in other districts just as anxious for recreation opportunities and that no facilities for play under proper supervision existed.

The Survey Committee Goes to Work

The council appointed a Community Recreation Survey Committee, and in two years that committee has developed an amazing

foundation program of recreation on the slim purse that is so distressing in these times.

The "anti's," immediately after newspapers announced that San Jose was to undertake a real community recreation program, raised the howl that any bond election to purchase grounds for playgrounds would be buried safely by the voters. They received no reply, and sat back to wonder about what was going to happen. A quiet survey was made of the immediate needs for recreation facilities, of the available ground owned by the city and the city school department, and the facilities already existing. We found that school yards were practically the only open play areas.

"Why not use school plants six—or even seven—days a week, every day in the year?" This was the question the committee raised. "Why not?" came back school authorities and civic leaders.

The schoolmen remembered that under vastly different circumstances the old country schools served as a meeting place, community theater and center of social life, while the school yard was something of a community playground. They talked the matter over and agreed among themselves that the junior high schools, centrally located, offered an opportunity for working out a test program in each district. This decision made available the large playfields and baseball diamonds, the gymnasiums and by additional negotiating, the trained physical education and recreation supervisors. For practical purposes, in keeping with the limited resources, it was decided that the pioneering, experimental program should be undertaken on an extensive scale at one school, and that similar, more limited programs would be carried on at the other junior high schools.

The San Jose school system, serving a community with a population of 60,000, comprises thirteen elementary schools, four junior high schools, a senior high school and a junior college consolidated with a state college. Out of the experience of an earthquake catastrophe in 1906 in which many brick and frame structures were wrecked or rendered unsafe for use, the present school administration definitely decided in its program of expansion made necessary by increasing population, to erect only reinforced concrete structures, fireproof and earthquakeproof. As a result, we undertook a costly building program and in seven years erected four reinforced concrete junior high schools, two reinforced concrete elementary schools, and a single story earthquakeproof wooden structure, all at a cost of $1,750,000.

The Demonstration Center Is Chosen

One of these four junior high schools, Theodore Roosevelt, was erected on the site of a former sanitarium situated on the bank of an intermittent stream, the Coyote Creek. The fine old trees of the old sanitarium were undisturbed when the architect designed the floor layout to fit into the general layout of the old grounds. Fortunately this could be done without lessening the effectiveness of the building arrangement. This unusually attractive setting, which gave the new school the advantage of thirty years of landscaping, inspired the school authorities to attempt to make the school one of the show places of the community. Its location was good, too, being on East Santa Clara Street, an easterly extension of the old Alameda laid out in 1780 as the "shady

Courtesy Pasadena Department of Recreation

Drama has a part in the program, and art activities are stressed as well as out-of-door sports.

walk" between the Spanish pueblo of San Jose and the Mission of Santa Clara. Realizing the shortage of auditoriums in the city for public gatherings, programs and plays by non-professional groups, a larger auditorium was provided with adequate stage facilities. Two years ago there were added to this original layout other classrooms and a large gymnasium with an open air swimming pool.

A shelving bank on the creek seemed an ideal place for a picnic ground—it didn't matter that picnic grounds are not normally considered a part of a junior high school setup—and during the winter unemployed men were given employment, the funds for the work being provided by plays, paper sales and donations by teachers and pupils. The Rotary Club gave $1,000 toward the project. As a result, sufficient funds were obtained to make possible the leveling of the creek shelf, its landscaping and the construction of an open bonfire pit with encircling benches, two brick barbecue pits, and permanent tables and benches.

Recently flood lights have been set up around one of the outdoor baseball diamonds so baseball — with a soft playground ball — can be played at night. A night league with thirty-six teams has been organized. Because of limited facilities fifteen teams which have sought entry to the league have had to be turned down for the present, at least.

Launching the Program

Last summer, under the recreation scheme sponsored by the survey committee and with the approval of the Board of Education, the first comprehensive recreation program was launched. During the school vacation period of three months an attendance of 34,061 persons was recorded at this one center. An average of 431 persons daily made use of the facilities and participated in the program. They included four-year-olds and their grandmothers and men, women and children of all the ages in between. The summer program included swimming groups for younger boys and girls, older boys and girls, adults and business groups. Similar groupings were made in the other play and gymnasium programs. At the same time organized leagues were sponsored for baseball, basketball and volley ball teams in the different age groups.

In addition to the athletic and play opportunities offered by the school athletic plant, the added advantage of the special recreational facilities can be readily realized. Industrial groups, employees of commercial institutions and others engaged the picnic grounds to hold picnics or barbecues as special parts of their own participation in the recreation program. These special parties were often followed with supervised group games, swimming, sometimes dancing and sometimes league athletic contests. The result has been that often amateur theatricals are under way in the auditorium, while baseball, basketball and volley ball teams are at play, swimming classes are in session, and perhaps a picnic is at its height, all during the same evening. Play and swimming classes for younger members of the community are held in the mornings and afternoons.

The success of the summer program it is felt, is due to the broadness of the field of activities and to adequate, trained leadership. School physical education instructors with special training in adult recreation are in charge under the direction of the recreation committee, in closest coordination with school authorities.

Future Plans

After the school opens for the fall term the recreation program for the community at large is taken over by the Adult Education Center, the city's department of adult education. This is a new development of an entirely different conception of a night school. It supervises Americanization work and provides night and day classes for adults. Throughout the fall, winter and spring a regularly scheduled recreation program is put on for the entire community. Over 5,000 different individuals participate. Classes are held in swimming, gymnasium work and outdoor activities, as well as in creative and interpretive fields of a semi-recreational nature. For the women—housewives, shopgirls and others—classes are provided in swimming, gymnasium play, interpretive dancing and similar activities. Foreign language groups have been encouraged to participate in these activities as an effective part of their training in Americanization. The feeling is general that the contact has been good for both native born Americans and the naturalized Americans and the alien groups.

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A Recreational Symphony Orchestra

One of the Commission's adventures in music has resulted in the organization of a municipal playground orchestra.

By HARRY F. GLORE
Supervisor of Music
Public Recreation Commission
Cincinnati, Ohio.

THE Cincinnati Municipal Orchestra, organized in October, 1930, by the Public Recreation Commission, during its first season attained a membership of fifty-five, with every choir of instruments in a standard symphony orchestra represented. At its first public concert on March 22, 1931, the orchestra appeared in Emery Auditorium, the home of the Cincinnati Symphony Orchestra, before an audience of over 1,200, including many symphony patrons and season ticket holders—a representative body of critical music lovers. The program for the occasion included the Mozart Symphony in G Minor, played in its entirety, shorter numbers by Beethoven and Rubinstein, and the Coleridge-Taylor suite, "Scenes from an Imaginary Ballet." The concert was reviewed by the regular music critics of the Cincinnati newspapers, who, in signed articles, received the orchestra with most favorable comment.

The Cincinnati Municipal Orchestra was organized with the idea of establishing a permanent non-professional symphony orchestra which would enlist talented musicians who ordinarily would abandon musical activity after leaving high school and college. It was conceived as a link between school and professional activity.

The second season of the orchestra was looked forward to with mingled feelings. Many recreation groups are organized and carry through the first year with splendid spirit only to collapse after the enthusiasm which comes from novelty dies out. This was not the case, however, with the Municipal Orchestra. Last October the group started its second season with only a slight loss among old members, four of whom moved to other cities, and immediately began to increase its membership.

Then a very interesting and significant event occurred. The Cincinnati Municipal Orchestra merged with the Cincinnati Civic Orchestra, which is a group similar to the Municipal Orchestra but organized by a small group of individuals interested in the highest type of music. This orchestra was established three years ago and has grown steadily in membership and artistry of performance. The result of the combination is a complete ensemble, including twenty-four first violins, twenty second violins, twelve violas, thirteen cellos, five string basses, three flutes, three oboes, three horns, four trumpets, two trombones, four clarinets, two bassoons and a full

equipment of percussion instruments. With the combined groups under the wing of the Public Recreation Commission, I am free to turn my attention to the business management and promotion of the orchestra and other projects, leaving the musical direction to Arthur Zack, who was organizer and director of the Civic Orchestra.

Low Cost of Operation

The Cincinnati Municipal Orchestra last year was supported entirely by the Public Recreation Commission at a very low cost. The Supervisor of Music, who is paid an annual salary for all his duties, was conductor of the orchestra so there was no additional expense for the leader. The cost of music amounted to $60.76. Programs for the concert were paid by a local music house in return for an advertisement on the program. Printing of tickets amounted to $3.00. There was no expense for the rental of a place to rehearse because we obtained a permit from the Board of Education to use a school building which was open for night school activities. A set of tympani, retailing new at $385, was purchased second-hand for $150. This, however, cannot be counted among one year's expenditures. It is fairer to total the amount of money spent for instruments from year to year and divide by the number of years the orchestra continues to function to obtain the annual average amount spent for equipment.

Plans for the Future

This year the combined orchestras will function with its own business organization, including officers and board of directors, under the supervision of the Public Recreation Commission. The merger is regarded as very advantageous in that it will center the attention of music lovers in one large ensemble rather than divide the interest between the two smaller groups. It achieves the goal of both orchestras at a single move rather than deferring it several years.

Three concerts are scheduled for this season, the first of which will feature Brahms' Fourth Symphony.

It is expected that the large orchestra will not involve any greater expenditure on the part of the Commission because it will be partially self-supporting. Each member pays the nominal fee of ten cents per rehearsal. This amount, augmented by money taken in at concerts, will aid very materially in the support of the group. By an arrangement with the local Musicians' Union, two regular members of the Cincinnati Symphony Orchestra are allowed to play with the orchestra, and these are the only members of the entire ensemble who are reimbursed for their services. They are paid for all public concerts. In return they render very valuable services. The concert master, for example, is a Symphony man, and he assists the non-professional violin players with bowing and fingering all difficult passages.

The next step on the part of the Public Recreation Commission to support the orchestra and make it more stable will be the establishment in January of a Junior Orchestra to act as a "feeder" for the large orchestra. This will be made up of players whose experience is not quite adequate to earn for them positions in the senior group. They will play the same type of music and as vacancies occur in the senior group, selections as far as possible will be made from the Junior Orchestra. We confidently expect that the merger, plus the establishment of a junior group (junior only in the sense of playing ability), will result not only in a supply of players equal to the demand, but will actually stimulate interest to the point of making a waiting list necessary.

From All Professions

The combined orchestras are made up of both men and women ranging from a lower age limit of sixteen years through all ages to those who are upward of fifty years of age. Of these ninety men and women, six are still in high school and fifteen in college or university. The other men and women represent thirty-five vocations and professions. A complete list of the professions and employments represented includes the following: stenographer, color artist, advertiser, broker, currency assorter, civil engineer, electrician, physician, claim adjuster, violin teacher, tailor, boiler maker, housewife, pharmacist, switchman, salesman, teacher, beauty operator, engineer, auto repairman, shoemaker, chemist, insurance salesman, embroidery manufacturer, grocer, violin maker, instrument repairman, builder, machine designer, shop foreman, printer, barber, merchant, clothing salesman, showcard writer, structural engineer, bookkeeper and others.

In conclusion let me say that I feel that the orchestra fills the need that exists in every large

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An Out-of-Door Play School

A significant experiment fostered by the Child Study Association of American and housing corporation.

SUNNYSIDE GARDENS, Long Island, has a forty acre housing development maintained by the City Housing Corporation, a limited dividend corporation. The community now houses approximately 1,700 families with a population of almost 7,000 people. In planning the development the Housing Corporation set aside a four and a half acre park and playground for the use of the residents of Sunnyside Gardens. It was maintained for two years by the corporation and then formally turned over to the people of Sunnyside Gardens to manage and maintain. To do this satisfactorily, the residents organized the Sunnyside Gardens Community Association with membership dues of $12.00 per year per family. This entitles the membership holder to the use of the park and all its facilities, the benefits to be derived from group organization, the enforcement of traffic rules and regulations, the improvement of railway transportation, and the community spirit which an association of this kind can engender. The budget of the association is approximately $10,000, and the membership includes about 700 families among whom there are 500 children.

Last summer the association had its first play school, one of fifteen conducted during the summer under the auspices of the Child Study Association of America. The fact that all of the activities were held out-of-doors on the playground maintained by the Community Association added greatly to the interest of the experiment.

In order to have the school it was necessary for the Community Association to guarantee an average daily attendance of 70 children. So successful was the school that 139 children enrolled and there was an average daily attendance of 89 playing in mixed groups of boys and girls. The Board of Education cooperated in the experiment by providing two teachers and some of the equipment used. Each child paid 75 cents a week, and from these fees three additional leaders were paid. Volunteers, too, had a part. A number of residents, specialists in music, storytelling and art, contributed their services.

A group of children at the Play School happily engaged in its particular unit of work.

The children were divided into five different groups—(1) Four to four and a half year old

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World at Play

Courtesy Westchester County Park Commission

The V. Everit Macy Park

THE Westchester County, New York, Park Commission has named the two hundred acre tract at Woodlands, the V. Everit Macy Park, in honor of the late V. Everit Macy, who for a number of years served as president of the Commission. Here are to be found river and lake, broad playing fields and rugged woodland in the tract nearest Mr. Macy's boyhood home country which he intimately knew. The park will stand as a lasting memorial to one of Westchester County's greatest citizens.

Fire Station a Christmas Toy Factory

IN 1931 the twenty-three firemen from the three stations of Huntington, Indiana, played Santa Claus to seven hundred children. They began at Thanksgiving, according to a note in *The American City* for November, 1932, and worked up to the Sunday before Christmas. A notice in the local papers stating that the firemen would repair toys brought so large a response that it was necessary to send trucks and cars to bring in the toys. A workshop was fitted up with all kinds of handy tools and repair materials. The local Exchange Club purchased $25 worth of tools to help the work along. Business men and local organizations all helped. The Rotary Club gave 125 pounds of candy; business men gave the use of their trucks. The Salvation Army, the Charity Guild and similar groups provided the names and addresses of families to whom the toys might be distributed. When the time came for sending out the toys, the wives of the firemen helped make the selections so that toys suitable for the ages of the children would reach them.

Community Recreation Parties in Lancaster

COMMUNITY recreation parties, held in the Y. M. C. A. building, are one of the most interesting features of the recreation program conducted by the Lancaster, Pennsylvania, Recreation and Playground Association. These parties have the support of many organizations, industries and educational institutions. The executive from each cooperating group vouches for every guest attending the party by signing his name and the name of his organization on the back of a colored card, on the face of which information is given regarding the place and time of the party. The guest also signs his name on the back of the card. An admission fee of 25 cents is paid to cover the expenses. The parties are all rather formal and are conducted with dignity. Chaperons are provided with flowers from the fund, and guests do not leave the building during the party. These programs, which have been conducted for a number of years, are tremendously popular, with an attendance ranging from 250 to 350.

Entertainments At Community Centers—Each of the Cleveland, Ohio, community centers was opened to the public in October with a special entertainment. At Benjamin Franklin, for example, there were offered an old time dance, a modern dance and a vaudeville performance. October 25th was Fun Night at Lafayette Center and there were games, stunts and orchestra selections. A style show and musical program featured the opening of Memorial Center, while at Nathan Hale the program consisted of a one-act play, orchestra selections, an old time dance and social games. Other centers had similar programs introducing drama, social recreation and dancing.

"Unusually Quiet"—Berkeley, California, was one of the communities which proved this year that Hallowe'en can be made one of the best possible fun nights for old and young. The city's twenty-six playgrounds conducted a total of thirty parties for children and adults. Parents joined with the children, donning costumes and enjoying to the full the parades, games, apple bobbing, pie eating and doughnut munching contests which featured many of the programs. The dance clubs of the city were particularly active, helping in illuminating many of the playgrounds for the night programs. "We had as much fun as our youngsters," said one father. "Unusually quiet," was the report of officers on duty to the desk sergeant for that night.

The largest group ever to gather for a party at the Dalton, Massachusetts, Community House, assembled for the annual Hallowe'en celebration when admissions totaled 450. The costume party, which opened the program, drew 211 participants. The parade was followed by a group dance, "The Dance of the Skeletons," and by a motion picture show. Cider and cookies were provided as refreshments.

Boy Scout Week—Boy Scout week, marking the twenty-third anniversary of the Boy Scout movement in America, is to be celebrated by Scouts and Scout leaders February 8 to 14, 1933. Nearly a million boys each year are members of the Boy Scouts of America. In spite of the depression a new development has been undertaken during the past year, and the movement has entered upon an intensive ten year program to cover the next decade, designed to build a body of genuinely patriotic citizens thoroughly devoted to the public welfare and entirely committed to the advancement of the public interest.

A Football Contest in Los Angeles—Octobe and November were exciting months for Lo Angeles, California, boys, for it was then that th annual playground football contest was conducte at the municipal recreation centers. The contes was based on competition in the kicking, passin and pass-receiving departments of the gridiro sport. It was open to all boys of the city sixtee years of age or under. Following several days o practice forty-seven playgrounds held individu contests on November 5th, selecting competitor for the city-wide finals held on November 12th One thousand free tickets were provided by th University of California at Los Angeles for it game with the University of Washington at th Olympic stadium on December 3rd, these ticket to be used as awards for boys showing outstand ing ability in the contest.

Use of School Buildings in Pittsburgh— Social service agencies of Pittsburgh, Pennsyl vania, having in their employ or otherwise avail able people qualified to direct recreational activi ties have been permitted, through a special ar rangement, to use school gymnasiums without th employment of supervision by the Board. Th issuing and use of these permits have been unde the supervision of the Director of Recreation The agencies taking advantage of this oppor tunity have been the settlements, branches of th Y.M.C.A., churches and similar groups. Throug the cooperation of the Allegheny County Emer gency Association in directing competent leader ship, the evening use of school buildings wa practically doubled this year, buildings wit thirty-two gymnasiums having been used. Thos enrolled have been largely unemployed youn men and women.

"You Can Make It" Booklets Reduced— Recreation workers and all interested in hand craft activities will be glad to have word that th price of each of the "You Can Make It" serie of booklets issued by the National Committee o Wood Utilization, Department of Commerce, ha been reduced to $.05 a copy. This includes "Yo Can Make It," Vol. I, "You Can Make It fo Camp and Cottage," and "You Can Make It fo Profit." In quantities of 100 or more a discoun of 25 per cent is allowed, bringing the quantit price of each down to $3.75 per 100 copies. Thes booklets may be secured from the Governmen Printing Office, Washington, D. C.

A More Beautiful America Contest — The 1932-1934 More Beautiful America contest conducted by Better Homes and Gardens of Des Moines, Iowa, will run from September 1, 1932, to October 1, 1934. It will be open to any civic organization, such as a garden club or woman's club, or to any individual. Projects include the beautification of railroad approaches, the creation of parks, the landscaping of grounds around schools and other buildings, the organization of junior garden clubs, removal of rubbish, making of a bird sanctuary and of a municipal garden, the planting of municipal forests and similar projects.

An Art Exhibit in Lynchburg—Recently the Lynchburg, Virginia, Department of Recreation and Playgrounds cooperated with the Civic Art League in an art exhibit held in the showrooms of a local furniture company, the purpose of which was to "foster art talent, encourage this means of self-expression and develop wide interest in art." The exhibit was open to the public from November 5th through November 29th. Requirements were that everything shown must be the original work of residents of Lynchburg and vicinity over sixteen years of age. Pictures done in oils, it was required, must be suitably framed and all other work framed or matted and ready for hanging.

Archery Grows in Popularity — An item in the 1932 *Municipal Index* states that a New England authority estimates an increase in the number of archers from 100,000 in 1929 to 200,000 at the end of 1931. New Haven, Connecticut, is mentioned as developing an archery range making provision for from twelve to fifteen targets with six possible new targets this year. Archery is rated as an important and promising addition to the public recreation program.

Drama On the Austin Playgrounds — The playgrounds of Austin, Texas, displayed much interest last summer in drama. Clubs and classes organized at the various centers took part in one act tournaments, skits, stunts, shadow pictures, pantomimes and charades which they presented at the weekly community nights held on the playgrounds. At different times during the season various clubs entertained one another with social and dramatic programs. Puppets, too, were popular, and a tournament was held during July.

Recreation Institute For Parent-Teacher Groups—Following a series of sessions in which more than three hundred women participated, the Los Angeles, California, Parent-Teacher Recreation Institute, which met at the Olympic swimming stadium, was closed on October 28th. As a result of the institute, held under the auspices of the city Playground and Recreation Department, recreation chairmen and other officers of Parent-Teacher Associations throughout the city have been equipped to serve as leaders in launching recreation programs for their own groups and families. It is expected that the institute will become an annual feature of Parent-Teacher activities in Los Angeles.

Oakland's Recreation Department Expands Program — From Oakland, California, comes word that all recreation facilities in parks formerly operated by the Park Department have recently been placed under the supervision of the Recreation Department. These facilities include eight tennis courts, forty horseshoe courts, two bowling greens, an archery course, a swimming pool, fifty-one outdoor fireplaces and four picnic areas. Under the cooperative arrangement made

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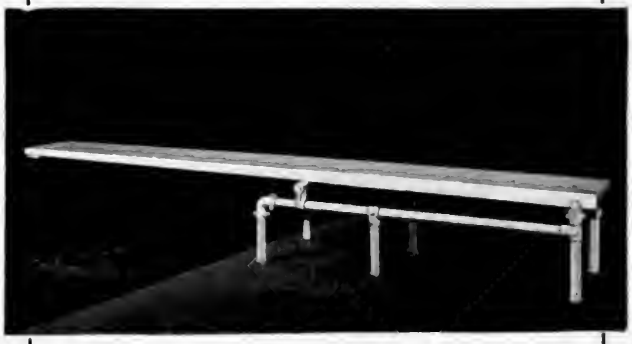

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the Park Department will maintain the facilities and the Recreation Department will provide leadership, grant permits and schedule tournaments.

City Camp to House the Unemployed—Camp Radford, a mountain camp maintained by the Los Angeles, California, Department of Playground and Recreation in the San Bernardino Mountains, will be turned over to the National Forest Service to provide housing for several hundred unemployed men during the fall and winter. These men will be given food and shelter while they are constructing firebrakes, trails and other forest necessities.

Parent-Teacher Group Saves Playgrounds—When it was found that the city fathers of Fort Wayne, Indiana, had made no provision for funds for summer playgrounds, a large delegation from the Parent-Teacher Association urged a reconsideration with the result that the Board took one cent from the general park budget and placed the $16,000 to be derived from this levy to the credit of the playground fund.

An Institute Brings Results—Following the institute in Stanislaus County, California, conducted by the National Recreation Association in cooperation with the Extension Department, a recreation department was organized in the 4-H Club group. This department meets every month to conduct activities and members are sent to rural groups to lead recreation programs. Up to September 21, 1932, members of the department had helped in putting on programs attended by approximately 5,200 people. After the drama institute, which followed the first general institute, a Drama Council was formed within the recreation department to aid in stimulating plays in the various communities and to accumulate material regarding play production which will be available to all groups.

Music in Community Centers—The annual report of the Department of Recreation of York, Pennsylvania, states that many who attended the evening recreation centers conducted last winter at three of the schools were out of work, while many had discontinued school at the age of fourteen and had never worked at all. "Those who came to the centers eagerly helped to make their own good times. For instance, each had its own volunteer orchestra to play for dancing. One of these groups after five years' experience at the Lincoln and Jefferson centers graduated into the professional class and in a group known as Paul Dohms Melody Masters are now earning their living by playing."

Play and Juvenile Delinquency—The sixteenth annual report of the Juvenile and Domestic Relations Court of Richmond, Virginia, (1931) makes the statement: "It is indeed gratifying to note that in spite of the continued depression there has been a marked decrease in the number of children appearing before the court charged with delinquencies. The figures are as follows: 2,479 for the year 1930; 2,160 for 1931, or a decrease of 319—more than 12 per cent. A large measure of credit for this significant decrease is due to the fine cooperation of the Police Department and the Community Recreation Association in their efforts to settle minor infractions of the law without recourse to the court."

In 1931 the Community Recreation Association organized a special Committee on Crime Prevention of which Miss Claire McCarthy, Director of the Community Recreation Association, is Secretary. Through this committee much has been done to supervise activities for children in the Detention Home and to provide recreation facilities. A worker known as special crime prevention officer has been assigned by the director of public safety to devote his entire time to the adjustment of minor juvenile delinquencies.

Newark Plans for Play

(Continued from page 464)

staff. The work of the Department of Recreation is not confined solely to the schools, one of the chief tasks of the director being that of keeping in close contact with all recreational activities in the city and giving aid of a solely voluntary nature when it is within his power to do so. He must aid in maintaining the closest cooperation between the Board of Education and the character-building, social, and welfare agencies as well as the county and city park systems. As a matter of convenience all permits issued to the schools for the use of facilities under the control of the County Park Commission are at present cleared through the Recreation Department. By an arrangement with the secretary of the Park Commission all recreational activities directed in the

county parks are under the immediate supervision of the Recreation Department of the Board of Education.

"To direct the community recreation program in Newark necessitates the extensive use of school buildings and grounds and the very closest coordination and cooperation of the recreational staff with the school principals, heads of departments, and teachers. So much so that it would be practically impossible for an outside agency to make the best use of facilities, maintain the necesary coordination and cooperation with the schools and at the same time leave the schools free to conduct their program. Accordingly the Recreation Department of the Board of Education in Newark functions as a separate department under the Board of Education and has charge of all activities in the schools after the close of the school day."

Spectator Sportsmanship

(Continued from page 467)

who commits the infraction of a rule, the majority will keep quiet.

I beg of all of you that you will lose no opportunity to preach the gospel of fair competition in stands because it is a bad thing for the boys and a bad thing for the undergraduates, and in reverse, fine sportsmanship in the stands is an additional incentive in the whole movement for a higher culture and a nobler civilization.

Valentine Party Suggestions

(Continued from page 468)

"cities" try to change seats without being caught by the "postman." When he catches anyone, that person becomes the postman and the former postman takes the seat. If the circle is small, the postman can be blindfolded.

Heart Exercise. A heart three or four feet in diameter is drawn on the floor with chalk. The players, not more than fifteen at one time, then join hands and form a circle around the heart. At the signal, they all begin to pull trying to make one of the players step inside the heart. The player who stays out longest wins.

Cupid Toss. A heart is drawn in the center of the floor. Players are divided into two teams, standing in straight lines facing the heart on opposite sides. Each person is given an equal number of cardboard hearts; one side has white and the other red. The object is to try to toss the hearts, one at a time, into the heart. After all players have participated count the hearts in the large heart to determine who won.

Suggestions for Making A Community Recreation Survey

A COMPREHENSIVE OUTLINE which will be of practical help to a local group in checking on the recreational needs and progress of a community. It not only provides the basis for securing information but suggests ways of putting recommendations into effect, and offers a brief bibliography.

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Have a Heart. Players are in file formation, an equal number in each file. A heart, opposite each file, six inches in diameter is drawn 15 feet from the starting line while another heart is drawn 25 feet from the starting line. In the nearest set of hearts is placed five small candy hearts. On the word "go" the first person in each file with a knife in hand runs to the candy hearts, transfers them (one at a time) to the farthest heart. After completing that, he returns giving the knife to the second person who transfers them to the nearest, etc. The file wins which completes the round first.

Heart and Dart Game. Make a large heart out of cardboard. Paste on it eight or ten small white hearts. Number these and post in a conspicuous place the meaning of each heart. For instance, No. 1 may mean "matrimonial success," No. 2 may mean "no chance," No. 3 may mean "domestic warfare," etc. Players are divided into two teams and the score is kept to determine the win-

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ner. Each player gets one turn at throwing the dart at the heart, scoring for his team (when he hits the heart) as well as having his fortune discovered. The darts may be made by placing a piece of paper crisscrossed in a cork with a pin at the other end.

NOTE: These extracts have been taken from a bulletin issued by the Department of Public Playgrounds and Recreation, Reading, Pa.

For a Washington Birthday Party

(Continued from page 469)

before each file (the stem being about 20 or 25 feet in length and the cherries about a foot in diameter). Players are divided into two files, the first person standing on a cherry. When the signal is given, he must walk on the chalk line over to the other cherry, return and touch off the next player. This continues until all players of a team have walked the straight and narrow path which George Washington walked. The team which first successfully walks the path wins the game. However, if any runner falls off the stem, he must go back and start from the beginning again.

Cherry Tree Relay. Players are divided into equal groups, standing in file formation facing the line of four trees which are placed about a foot apart. Trees are made from cardboard and tacked on small blocks of wood. The first player in each file has a small cardboard hatchet which is used to chop down the cherry trees. On the signal to start, the first player in each file runs up to the first tree, cuts it down, returns, hands the hatchet to the second person who cuts down the second tree, etc. The fifth person, since all the trees have been cut down, then runs up, plants the trees again (stands them up) and runs back and tags the sixth person who then starts again by cutting down the first tree, and so on. The team wins which gets the first person back in place.

NOTE: From bulletin issued by the Department of Public Playgrounds and Recreation, Reading, Pa.

Bump-the-Bump Slide

(Continued from page 472)

4. Avoid starting riders too close to each other, or a fast rider follow too soon after a slow one.

5. Start those of same size and age together. Do not mix older and larger riders with the smaller ones.

6. Use discretion in mixing children, adults and certain "undesirables." Tactfully encourage homogeneous groupings of participants.

7. Enforce the curfew law. Children should be discouraged from using slide at night. Encourage adult use at night.

8. If necessary to leave your position ask some other worker or adult to take your place temporarily.

9. See that rules governing use of slide are posted where they can easily be seen.

10. Open and close the bumps on times scheduled.

11. See that the bumps is in repair and safe to use at all times.

12. Keep supplies and equipment locked in the tool box.

Rules Governing the Use of "Bumps"

1. Sliding is allowed only at designated places.

2. Less than five persons standing in a "train" is not allowed.

3. Before starting see that the bumps is clear and safe.

4. Those using the bumps do so at own risk.

5. When reaching the end of course, get off as quickly as possible.

6. Look out for oncoming sliders.

7. Return to top of hill on the path provided for this purpose.

8. Throwing snow in face of riders while riding on the slide is prohibited.

To help govern the crowds, reduce likelihood of accidents, and to encourage large numbers to use the bump-the-bumps, notices should be posted in convenient places around the slide.

Suggestions Concerning Junior "Bumps"

With the aid of children, a small bump-the-bumps or sliding hill can be made of snow and water on level ground in a school yard, vacant lot, or playground. This can be done by building a rectangular solid block of snow about 3 to 5 feet high and 5 or 6 feet square. On one side of this block can be constructed a gradual incline as wide as the entire side. Sides can be built along the slope as described above.

The block of snow can be made on warm days by making large snowballs and arranging them next to each other and on top of each other in the form of a rectangle. On colder days, when the snow does not pack, large cakes of snow blocks can be made by packing snow into box forms, spraying with water and allowing to freeze.

Snow steps can be made on the back of the slide. Be careful that too much water is not used on the block of snow creating a seepage or getting it too icy. Sand or snow might be sprinkled over the walking surface so as to eliminate slippery parts.

Volunteer Leadership in the Recreation Movement

(Continued from page 486)

pointed out, depends largely upon the attitude of the recreation executive. One of the most significant and revealing facts about the imagination, resourcefulness and educational capacity of a local superintendent, one experienced worker has said, is his attitude toward volunteers and his ability to secure them and hold them for constructive work. "I have observed the relationship of the executives toward volunteers and it seems to me that most of them fall down on the psychological side because of their own mental attitude. They seem to feel that a volunteer, because he is giving his services, is a person who requires deference, hours convenient to his whims and complete absence of discipline, whereas as a matter of fact that is the surest way to fail. The only difference between the volunteer and the paid worker is that one is paid and one is not, so in order to appeal to the imagination of the volunteer and give him a feeling of responsibility he must be presented with a real job. The volunteer's qualifications, his willingness to take training for doing the job, must be reviewed and the fact impressed upon him that when he is assuming this job he takes a definite responsibility which relieves someone else, and when the hours of his service are set by mutual conference he has been given a definite commitment which he should abide by."

On the whole, experience has shown that responsibility is pretty generally accepted by the volunteer with some difficulties because of irregularity of attendance, and that their services are of the greatest importance in the present crisis.

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Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Hygeia, December 1932.
Playthings and Health, by Rose Henderson.
Does Your Community Need an In-Bed-Club?

The Parents' Magazine, December 1932.
New Toys and Old, by Gertrude Oram.

Camp Life, November 1932.
Improving the Old Swimming Hole.

Dance Events, December 3, 1932.
Leisure and Folk Dancing, by Mary Wood Hinman.

The American City, December 1932.
Relief Funds Make High School Athletic Field Possible.
The Silver Lining.
Providence Playgrounds Celebrate in Annual Festival.
Well Designed and Located Service Buildings in Wooded Park.
Berlin's New Park.

The Lion, December 1932.
Three Thousand Acres of Playgrounds, by Clyde Welman.

The Epworth Highway, January 1933.
A Music-Around-the-World-Evening.

Scholastic Coach, December 1932.
Speedball for Girls, by Alice W. Frymir.

Parks and Recreation, November-December 1932.
Winter Sports Development throughout the Nation, by Harold A. Grinden.
Effect of Depression on Park and Recreation Activities, by L. H. Weir.
Meeting Public Demands with Decreasing Park Budgets, by Forrest E. Smith.
Increasing Park Values through Cooperation, by W. A. Stinchcomb.
"Bump-the-Bumps" Slide, by B. G. Leighton.

The Journal of Health and Physical Education, December 1932.
"Hold on to Health," by C. Frances Loomis.
Footnotes on the Olympic Games, by V. K. Brown.
The Play Day of the Evansville High School.

PAMPHLETS

Bloomfield Municipal Playgrounds 1932, Recreation Commission, Bloomfield, N. J.

Seventh Annual Report of Department of Recreation, Hamtramck, Mich.

Program of Educational and Cultural Activities, Radburn, N. J., 1932-1933.

Report of the Forester for the year ended June 30, 1932. U. S. Department of Agriculture.

Annual Report of the Director of the National Park Service for the year ended June 30, 1932.

In many cities only through the use of volunteers has it been possible to meet the increased demand and in some cities had it not been for volunteers there would have been no playground program or indoor centers last year.

The social values adherent in recreation work someone has said, can never be realized unless there is a most extensive use of volunteer service by public departments. The advancement of the movement is dependent upon an understanding of these values by an increasing number of people, and there is no more effective way of bringing this about than through the use of volunteers and participants in the activities.

Building Recreation on a Slim Purse

(Continued from page 489)

Eventually the three other junior high schools will be developed into similar community recreation centers with equipment and programs suited to the needs of the districts in which they are located. Facilities will be added with underlying thought that they are not only for the use of pupils in the schools but for the use of the adults of the neighborhood as well.

In planning the school layouts of the newer schools, the use of the school plant as a center of recreation has been kept in mind. The gymnasiums, for instance, have been built on a larger scale than would have been necessary to meet the needs of a junior high school. The additional expenditure, however, has converted a five-hour-a-day, five-day-a-week gymnasium into a full time plant. As the Adult Education Center program is expanded and its classes in self-expression, dramatics, creative writing and dancing are provided for all who desire them the newer community centers will meet these special needs as well as the more general recreational needs.

This venture in "thin purse" recreational programs is largely the result of the imagination and planning of the Community Recreational Survey Committee headed by George B. Hanson and C. C. Cottrell, the city superintendent of schools; Walter L. Bachrodt, and his Board of Education; Dr. W. S. VanDalsem; George B. Campbell; David M. Burnett, John S. Williams, Sr., and C. S. Allen. David L. MacKaye is director of the Adult Education Center.

A Recreational Symphony Orchestra

(Continued from page 491)

city. Small community ensembles, playing even the best of music, can never express the true nobilty and grandeur of Beethoven, Brahms and Wagner. The great symphonic works can only be performed adequately by a full ensemble. Think of the joy and satisfaction that comes into the lives of these men and women from all walks of life! They are not merely experiencing the pleasure that comes to any one who has the price of a ticket to a concert by the Cincinnati Symphony Orchestra; they are knowing the joy of recreating the music of the masters which in the final analysis develops the highest form of appreciation. Participation is the surest and most direct way to develop real appreciation of any art.

Music Real Recreation

I have been surprised and rather disappointed at one viewpoint that I have encountered in a few recreation leaders. They say something like this: "Don't you think that the intense labor necessary to perform a symphony out of keeping with the spirit of recreation? Wouldn't it be better to choose lighter music so they could have more fun out of playing it?" My answer to this is a most emphatic "No"! Recreation, as I see it, has an infinite number of levels and this group represents, to my biased mind, the highest level. Just as a very good chess player is not likely to be lured by checkers, as the lover of Shakespeare is not an addict of the "true romance" type of fiction, as a lover of the best in drama is not enticed by burlesque, so for the members of our orchestra the playing of Bach, Beethoven, Schumann, and the like, is more satisfying than any music of lower quality.

As proof of my assertion I need only to take any one to a rehearsal. Every member of the orchestra is there who can possibly be; unexcused absence means loss of place and three successive unexcused absences mean loss of membership. They are on time and eager to begin. If it is necessary to discuss business matters, such matters are dispatched with a precision and speed that savors of impatience. They are jealous of every moment taken from rehearsal, just as a boy on the playground is impatient at anything which interrupts an exciting, competitive game. They love it! To them it is not work; it is real recreation.

An Out-of-Door Play School

(Continued from page 492)

children; (2) Four and a half to five years; (3) Five year old boys and girls; (4) Six to seven and a half years; (5) Seven and a half to nine and a half years. Each group had its unit of work to which the handcraft, music, art and all other activities contributed. The interest of the two youngest groups was directed toward social conduct or "social living" as it was called. The five year old group had transportation as its particular unit. For the fourth group the unit was food; for the oldest group, shelter. Though in all the activities stress was laid on these main motifs, the children's originality often led them far afield in many interesting variations!

Each leader had a meeting place corresponding to a home room in which her particular group met at the beginning of the morning and afternoon sessions which lasted from 9:00 to 12:00 and from 2:00 to 4:30. Special activities, such as music, art and crafts, were carried on in the cabin, the tool shed and immediately outside these two buildings. The children enjoyed showers on the handball courts. Rest periods were spent under the trees of the park. The children whose parents would permit them to go were taken twice a week to a local swimming pool. Physical examinations were given the children.

The public library sent one hundred children's books to the school, and at regular periods twice a week the books were given to the children to be taken to their homes. The children's gardens, maintained by the Community Association, were used to great advantage by the play school, particularly by the group having food as its work unit. In the storytelling period held twice a week much stress was laid on the development of the four general themes.

Staff meetings were held each week, and problems having to do with adjustments of individual children were discussed. In some cases the parents met with the teachers to help iron out difficult situations. During the seven week session of the school two meetings for parents were held, each attended by more than fifty adults. Out of this has grown a discussion group for parents which will meet during the winter.

NOTE: In a statement regarding the Sunnyside Summer Play School the Child Study Association of America says:

(Continued on page 502)

> > >

Our Decision Is

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COMMUNITY center members are finding great interest in the game of ping-pong. A few questions regarding some of the rules are answered here.

Q. What score constitutes an official game?

A. *A game consists of twenty-one points. It shall be won by the first player to win twenty-one points by a margin of two points.*

Q. Must the server first hit the served ball against his own playing surface?

A. *Yes. Player must project or drop the ball in the air by hand, then strike it with his racket so that it touches his own playing surface before passing over the net.*

Q. What is the order of service in singles?

A. *After every five points the server shall become the receiver and the receiver the server except when the score reaches twenty all or twenty-one all, etc., when service shall alternate after every point.*

Q. Must the ball be served to opposite courts as in tennis?

A. *No. In singles play the server may serve from any part of his playing surface, the ball touching any part of his playing surface to that of the receiver. At the moment of impact of the racket and ball, both players must be behind the base line and between an imaginery extension of the side lines.*

Q. What constitutes a fair return?

A. *One in which the ball, having been served, is struck by the receiver with his racket while it is in his hand or with his racket hand below his wrist while his racket is in his hand, before the ball shall have touched his playing surface twice consecutively. The ball so struck must pass over or around the end and touch any part of the opponent's playing surface.*

Q. Is the play "let" in ping-pong similar to the play in tennis?

A. *Yes. A "let" shall be called when the ball in passing over the net in service touches the net or posts, provided the service be otherwise good.*

Q. How can points be lost by a player?

A. *Either player shall lose a point: (a) if he, his racket, or anything he wears or carries touches the net or posts while the ball is in play; (b) if a free hand touch the playing surface while the ball is in play; (c) if the ball comes in contact with anything he wears or carries before the ball shall have passed over the end or side of the playing surface and before it has touched his playing surface; (d) if he volley the ball at any time while it is in play, i.e., if he strike the ball before it shall have passed over the end or side of his playing surface and before it shall have touched his playing surface; (e) if in playing an opponent's good service or return he strike the ball twice consecutively.*

Q. What are the correct official dimensions for ping-pong table?

A. *The table shall be 9 feet in length and 5 feet in width. Its upper surface shall be 2 feet 6 inches above the floor and shall be in a horizontal plane.*

Q. Are rackets restricted to a particular size and weight?

A. *No.*

Q. What are official rules on the placing of the net?

A. *The net must be 4½ feet from the base lines of the table and parallel to them throughout its length. It must be 6¾ inches above the playing surface and its top must be taut.*

An Out-of-Door Play School

(Continued from page 501)

"For 15 years the Summer Play Schools Committee of the Child Study Association of America has been actively engaged in interesting communities in the use of their own facilities and resources for making the summer time meaningful to children whose vacation period is otherwise unprovided for. This period is being used by organizations to conduct all day play schools for children. A program of creative activities based on the child's interest and background has developed. Time is also given to a more intensive study of the individual needs of the child and for closer contact with the home.

"Sunnyside Gardens has been a pioneer in using its playground facilities for a more vital summer's experience for children. It has taken the essential features of an all day play school, modifying them in accordance with the special needs and resources of its own community.

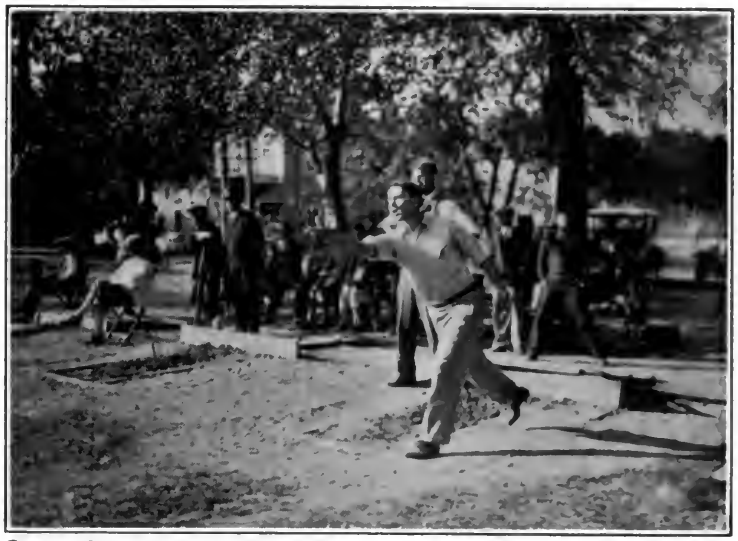
"In the first year of the experiment, Sunnyside Gardens has made real progress in demonstrating the way in which a playground can be made more vital to home and child through the development of a program based on present day educational principles."

New Books on Recreation

Glimpses into Boyland

By Walter Mac Peek. The Franklin Press, 931 Tenth Street, Washington, D. C. $.50.

SEVENTEEN stories, including "George Washington—Real Boy," make up this seventy-one page book which has been written largely for leaders of youth, Scout leaders, teachers, Sunday School workers and others, to help them develop an understanding of young people. The book is illustrated with more than twenty thumb nail silhouettes which add to its attractiveness.



Courtesy Bloomfield, N. J. Board of Recreation Commissioners

Boys and young men come into prominence in a number of recently published books.

The Professional Boys' Worker in the Y. M. C. A.

By Owen E. Pence. Association Press, 347 Madison Avenue, New York. $1.50.

THIS MONOGRAPH has been issued to provide boys' work secretaries of the Y. M. C. A. certain facts which may help them in examining their position as a professional group and in planning for their own professional developments. The data used in the study on which the monograph is based relates to the field of work, the position itself, the present personnel, the present status and the professional outlook. The book should be helpful to all group workers in evaluating their own professions.

Machine-Made Leisure

By Paul T. Frankl. Harper & Brothers, New York. $2.50.

HERE IS a stimulating book in which one of America's distinguished artists and designers in the field of the applied arts discusses the relation of the artist to our industrial life and points out both how the artist can function effectively in the machine civilization and how the manufacturer and distributor of goods can wisely avail themselves of the role which these creators of beauty should play in American life. Out of the analysis of the role of machinery in the modern world the author develops the theme of the increasing importance of leisure. A few quotations will show his trend of thought.

"This book is not written for the few to whom art is caviar—an abstract matter of beauty to be dealt with in ecstatic words. It is rather intended for the many who feel with me the desire to live and see life in terms of beauty. The aim of industry is to enable us to live well. If the machine, our slave, is to do the work we otherwise would have to do, it ought to give us additional leisure—and beautiful leisure. . . . Our problem is how to live at peace with the machine. But to do this it is necessary to persuade the great American public that leisure may be a sound investment, since leisure is, in the long run, the very thing that dollars and cents are supposed to buy. . . . If the machine can be mobilized for the creation of the really good life, its tortuous and tragic history will be fully justified, and leisure will be once more not a curse but a blessing."

Leisure in the Modern World

By C. Delisle Burns. The Century Company, New York. $2.50.

MR. BURNS, the author of *Modern Civilization on Trial* and the Stevenson Lecturer in Citizenship in the University of Glasgow, in preparing this book has adapted material given in a series of talks over the radio from Glasgow and London in 1932. His argument as he states it is as follows: Recent changes in the amount of leisure and its uses have caused social tendencies toward experimentalism in daily life, toward equality and toward movements which aim at modifying the traditional position of women, of children and of the youthful. There is now a possibility of a new type of civilized life, not dependent upon a leisured class but arising directly from the leisure of those who work for a living. Leisure has always been misused even in ancient Athens, Mr. Burns contends. It was a small minority who enjoyed the society of Socrates or produced poems and sculpture. Today if democracy is to be civilized, not only a deeper scientific insight but works of fine art must come out of the leisure of the majority—those who work for a living. "Civilization may depend for its roots upon the way in which work is done," states the author, "but it depends for its finest flower upon the use of leisure."

Student's Handbook of Archery.

By Phillip Rounsevelle. A. S. Barnes and Company, New York. $.25.

This book is intended for beginners. Consequently it takes up in detail such fundamental questions as the selection and care of equipment and fundamentals of correct positions. A number of archery games are described and a bibliography is included, together with a number of score sheets and suggestions for their use.

Neighborhoods of Small Homes.

By Robert Whitten and Thomas Adams, Harvard University Press, Cambridge, Massachusetts. $3.50.

This study is published as the third volume of the Harvard City Planning Studies and is devoted to the problem of the economical development of neighborhoods of small homes, including consideration of the whole question of adequate open space for sunlight, air and recreation. The first section of the volume has been prepared by Robert Whitten, who covers the planning problems involved in the development of neighborhoods of small homes at low cost in the United States. The second section by Thomas Adams is a report of the experience in England along this line, including garden city developments and housing developments under the auspices of the London City Council. Park and recreation executives throughout the country will be interested in the consideration given to the problem of parks and play spaces, both in the English experiences and in the suggestions worked out for communities in the United States.

It is becoming more and more apparent that neighborhood environment is as important a consideration as the house and lot themselves. Significant statements are being made by heads of savings banks, insurance companies and others interested in the financing of home building and home ownership, as to the importance of city and neighborhood planning to the financing group. They consider more and more the stability of neighborhood as a factor in financing of home ownership, and acknowledge the contribution of open spaces to neighborhood stability. Park and recreation executives also have a direct concern in city and neighborhood planning for recreation, and the material in this volume should be of interest to them and of real value in helping them to interpret to local realtors and others interested in the development of residential neighborhoods proper planning for recreation and ways and means in which this can contribute to the commercial value as well as the social values of the community.

The Readers' Guide to Periodical Literature.

H. W. Wilson Company, 950-972 University Avenue, New York.

This index to the current numbers and back files of more than one hundred magazines is a most useful reference for public and school libraries. The Guide was first issued in 1900 and the complete service is included in a series of large cumulations bound in library buckram. All the references are entered under specific subjects, each entry giving the necessary information for finding the article. The eighth volume, just published, contains a complete index of the contents of RECREATION for the past three and one-half years.

Play and Play Materials.

Child Study Association of America, 221 West 57th Street, New York.

The December issue of *Child Study* is devoted to a discussion of play and play materials, and a number of interesting and practical articles are presented on this subject. This number also contains a selection of the year's best books for children. Copies of the issue may be secured at $.15 each from the Child Study Association of America.

Physical Education Activities.

By Theodore Cramlet, M.A. and Russell C. Hinote, B.S. Dodd, Mead and Company, New York. $2.00.

During recent years many of the more formal methods of gymnastic drills and apparatus work in the physical education program have been replaced by informal work and play. In this volume the authors have made a combination of formal and informal types of exercise. Among the activities and facilities described—and there are many illustrations and diagrams accompanying them—are tumbling, hand balancing stunts, foot tumbling, flying rings, horizontal bar, single trapeze, body balancing stunts, juggling and balance, pyramid building, and miscellaneous gymnastic events. Part II is devoted to the organization of short gymnastic programs, in particular the circus.

Watching Yourself Go By.

Girls' Friendly Society of the United States of America, 386 Fourth Avenue, New York $.25.

Live issues for girls of today are presented in the four units of this program kit—How girls can budget their income and get their "money's worth" in these days of salary cuts; how they can learn about new jobs and prepare for them; how they may become more attractive and interesting to other people and to themselves, and what they can believe about questions of religion in this fast changing world of ours. Trips, discussions, dramatic skits and interviews are a few of the devices suggested for young people to build their own programs. Each of the four units—*Your Personality, Your Money, Your Vocation* and *Your Religion*—is bound separately and all four are enclosed in a bright cover containing suggestions for leaders.

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MRS. JAMES W. WADSWORTH, JR., Washington, D. C.
J. C. WALSH, New York, N. Y.
FREDERICK M. WARBURG, New York, N. Y.
JOHN G. WINANT, Concord, N. H.
MRS. WILLIAM H. WOODIN, JR., Plainfield, N. J.

Work Becomes Play

WITH ten to twelve million men idle work has become such a luxury that the thought of a job is as the thought of a most satisfying sport. Work has now become recreation—something to be dreamed about, to be longed for, to be attained.

And leisure has become a hateful word to those who have it, to those who may have it tomorrow. And to none is it more hateful than to the three hundred to four hundred thousand young boys and girls who have never known the delight of a job—who wander from place to place not knowing what to do.

Play ceases to be play in a world of work when there is no work.

When man invented the first tool a process began which will ultimately mean that most of the work of the world will be done by machines which will be our slaves.

The present lack of work will in a measure be overcome, but ultimately man is doomed to lose much of the present work of the world and to lose it permanently.

Suppose today that the United States suddenly became, as to need for work for all, as the South Sea Islands, and unemployment did not longer mean hunger, cold, lack of shelter. Suppose men were free to do what they chose. What would they choose—what would mean progress or what would mean retrogression?

Fortunately the growth of the era of leisure and comparative unemployment for all will be gradual and there is opportunity to expose all to the varieties of human activities, the varieties of human skills, and for men to find what are the traits that give permanent satisfaction and what ways lead only to disillusionment.

The future depends, however, on the extent to which men and women in succeeding generations are given the opportunity to form habits of use of free time in ways that are permanently satisfying to them.

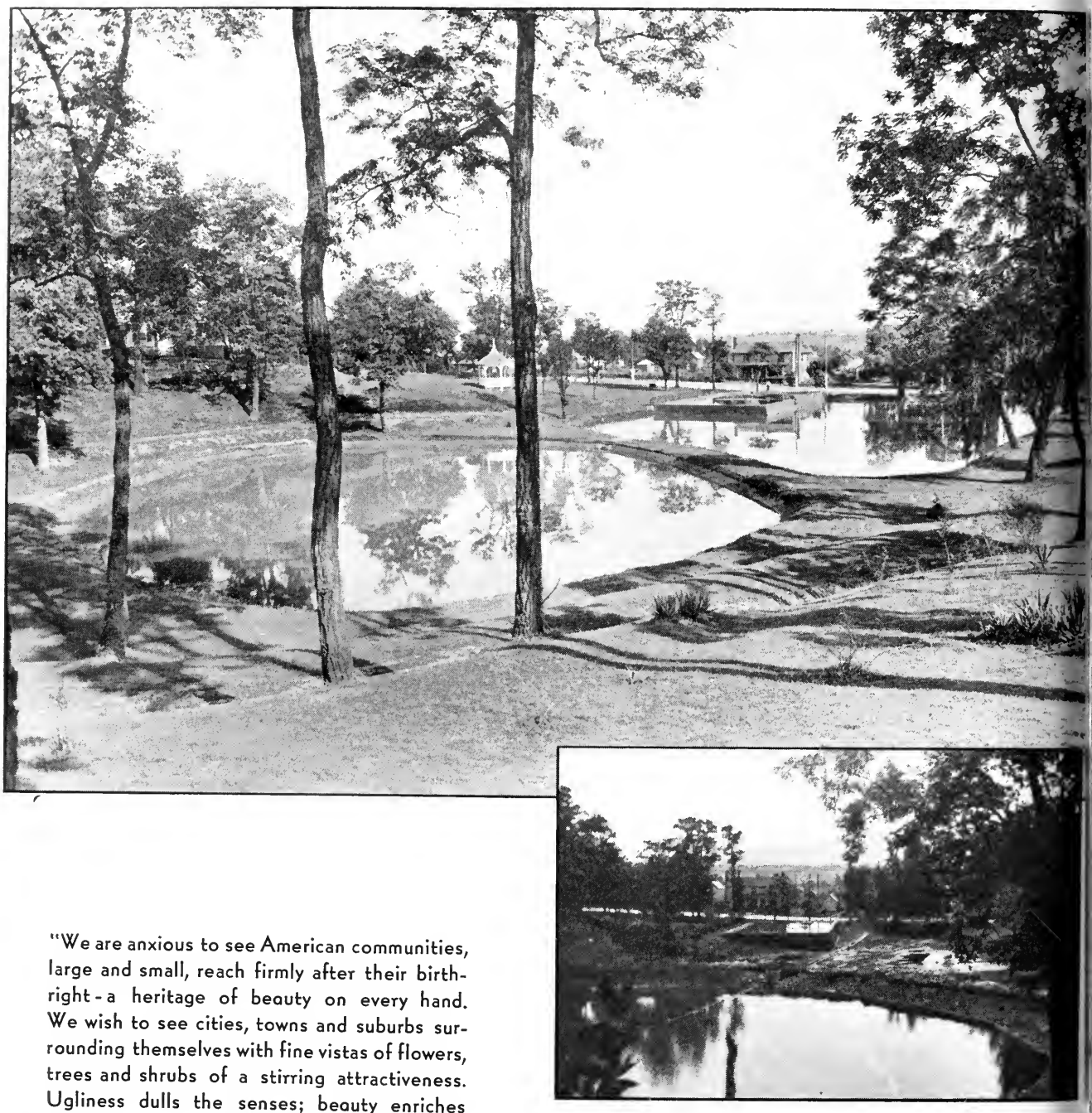
The ultimate abolition of drudgery, the leaving of the hard work of the world to machines can be a great thing for mankind and it can doom the human race. Control and discipline and skill in the periods of leisure are a matter of development through generations and centuries.

Training for leisure is generations behind schedule now. Yet it is not too late if the educational effort be well directed and strongly supported. Leisure must mean freedom with control—and self-control with freedom.

HOWARD BRAUCHER.

February, 1933

A More Beautiful America



"We are anxious to see American communities, large and small, reach firmly after their birthright - a heritage of beauty on every hand. We wish to see cities, towns and suburbs surrounding themselves with fine vistas of flowers, trees and shrubs of a stirring attractiveness. Ugliness dulls the senses; beauty enriches the lives of all who experience it, and we would keep alive ideals of beauty." From *Homes and Gardens More Beautiful America Contest.*

Courtesy "Better Homes and Gardens"

Insurance Against Crime

By
LEWIS E. LAWES
Warden of
Sing Sing Prison

Courtesy Seattle Department of Parks

Seattle is one of the cities in which parks and playgrounds are proving a form of insurance against crime.

AMERICA's heaviest burden is her crime bill. Estimated at over thirteen billion dollars, it is still out of all proportion to her other arge expenditures. It has always seemed to ne that our apathy in the face of this large rain upon our resources is due to the fact that e have become accustomed to think in large umbers. We lead the world in manufacture, industry, in agriculture, in education and nance. It is no surprise, therefore, to find that we lead in homicide, in suicide, in crimes of violence, and in general delinquency. We do not often realize that the institutions we are building so elaborately are insecure, if planned without coordination of all its various parts.

It has been well said that America's stability is reflected in the enormous insurance business that has developed in the last fifty years. We not only insure business against all hazards,

but we have also learned the value of insurance against want in old age. Life insurance to protect our dependents is saving countless numbers of widows and orphans from destitution and suffering. One form of insurance we have been slow to adopt. It is the protection that will yield most satisfying results. Its cost is less than one-tenth of the bill we are now paying for unprotected losses.

The average citizen's reaction to the crime problem can be summed up in a few words. "Hang all those who kill; send the rest of the criminals to prison for life; sterilize the mentally defective; spank the juvenile offender and send him to bed."

The Major Problem

We might succeed with everything but the juvenile offender. He won't stay put. He is our major problem, the prolific provider of reformatories, jails and prisons. America's crime problem will never be solved until we find an effective means for combating juvenile delinquency. The situation is not peculiar to Richmond or Virginia, or to any particular city or state. It is nation-wide. And it is important in welfare campaigns because we have come to realize that delinquency generally is not a police problem but a social responsibility. Unless our agencies that have to do with intimate social conditions are encouraged, financially and morally, to carry on, increased police budgets will not avail us.

The ideal American civilization should have no need of prisons and reformatories. I make this statement advisedly, knowing that I may be talking myself out of a job. A sound government will have less need of criminal courts with their cumbersome organizations and vast expenditures. It should have less need for intricate detective forces and police systems. If we are to aim for reductions in all these departments, with consequent reductions in taxes to the average citizen, we should pay more attention and be willing wholeheartedly to support all those agencies that have to do with preparing our youth for responsible citizenship. It is in that spirit that I urge the people of Richmond to award their welfare organizations, their Boys' Clubs, their Y. M. C. A.'s, their Boy Scouts, their recreation centers, sufficient sinews of war to carry on.

I have been the warden of Sing Sing Prison for over ten years, and have been connected with penal and correctional institutions for over twenty-five years. I have known, more or less intimately, over forty thousand men who at one time or another have been inmates of the various institutions wherein I labored. I can state positively that over 97 per cent of all these men, young and old, were at no time associated with well regulated juvenile groups or supervised recreation centers. Theirs has been the story of aimless leisure, of unadjusted personalities, of wrong steers in early life, of drifting along the lines of least resistance.

Speaking as one who has to do with adult misfits, I feel that in the case of nearly every one of my wards an appraisement of individual adaptabilities in childhood with sympathetic guidance would have saved the prisoner before me to better life.

Last year more than 25,000 lads of the sixteen, seventeen, eighteen and nineteen year old group came before the magistrates of the City of New York. This rate would probably hold in other communities as well. This is the group from which our criminals are coming. It is my experience that in prisons many of the inmates have been normal except in the processes of their environment.

Years ago the wayward child and adult criminal were thought to be bewitched, possessed of evil spirits and dealt with accordingly. Biological heredity was the explanation a century or two ago. One school of criminologists regards disease as the prime factor in crime, others ascribe it to mere laziness. Improper nourishment, deficient mentality, poverty, broken homes, poor schooling and a score of additional reasons are given for delinquency. The fact of the matter is that none of these factors alone is the producing cause. No nationality or race is especially susceptible. Nor is juvenile delinquency always restricted to particular neighborhoods.

No child or man is born to crime. Circumstance plays an important part in the life of every delinquent,

At the opening meeting of the Community fund campaign of Richmond, Virginia, Warden Lawes made a strong plea for the support of local organizations caring for the leisure time of young people, and urged the importance of the recreation center program. Mr. Lawes is the author of "20,000 Years in Sing Sing," a book every recreation worker should read.

as in that of every criminal. Arrested mental development, deficient or utter lack of character training, neglected or non-directed vocational training, are at the root of a great deal of juvenile delinquency.

A recent survey of a sub-committee of the New York Crime Commission shows that young thieves display marked aptitude for mechanical work and obvious ability along that line. They found also that problem boys are duller in intelligence than their normal brothers and though, on the average, inferior to their brothers in school work, they were not only superior to their normal brothers in mechanical ability but were also smarter in that line than a group of unselected school children who were older than they.

America's Crime Bill

We may be justly proud of America's school bill. And it is serving well its purpose. But many of us will be shocked to know that 87 per cent of our delinquents and criminals have had some school training. We cannot lay their delinquency at the door of our schools. Boys do not get into trouble during school hours or when they are at home. Spare time and leisure have become the serious periods of every boy's life. The way ultimately to cut down the great overhead in penal institutions and to reduce the number of those who are being sentenced by the courts is to provide supervised leadership and regulated leisure. I am convinced that in the areas where such leadership exists, and that is nearly always in congested areas where there is little play, there is marked reduction in delinquency.

Education is more than teaching of facts. The child learns as much in the streets as in classrooms; consequently the guiding arm of the school must accompany the pupil beyond actual school limits.

That leisure is an important factor in schooling was recognized by educators throughout the ages. The ancient Greek philosopher taught that "preparation for the right use of leisure should be the chief end of education." It is a most potent influence in encouraging a clean outlook on life. Boys as well as adults will play in groups. The boy who is a member of a gang cannot be effectively treated, except in relation to the life of the group of which he is a part.

It is in providing proper recreation for the leisure time of the young men and women of school age and beyond that welfare agencies can render highly constructive and greatly needed service. It avails nothing to decry the pool room, public dance hall and gang "hang-out," which tend to throw the young out of adjustment with society's requirements, if something is not provided to properly direct inherent impulses.

Preventive Measures

Prevention is always less costly than cure. The expense of maintaining proper juvenile welfare agencies is less than one-tenth the cost of operating reformatories and prisons. Unless we plan to supervise the spare time of youth in this modern day when there are so many incentives to draw boys away from the quality of character and rectitude, society will be in a hopeless tangle in the days not so far ahead.

Delinquency is a group offense; hence it should be treated objectively through group association. Boys' clubs and kindred organizations help to translate the gang spirit into healthful and constructive activities.

In the all-inclusive cosmopolitanism of our cities with their patchwork of distinct communities, a common platform, an amalgamation of all organizations that have to do with child and juvenile welfare, would enhance the work of those agencies for broader and far reaching results. Above all, there must be the realization that courts and

Courtesy Recreation Board, Greenwich, Conn.

The greatest benefits accrue when insurance policies are taken out early in life. This is particularly true of insurance against crime!

institutions, either corrective or reformative, can have no real influence on child behavior or adjustment. We do not hesitate to scrap warships or intricate machinery that represent investments of millions, if we feel that they are outworn or below standard; but we cling to time-worn social and legal customs, despite their proven deficiencies. Experience of many years in all forms of penal and corrective institutions, juvenile and adult, has convinced me that the juvenile delinquent will not respond to coercive atmosphere of the court room, to the repressive or oppressive institutionalism.

To keep men and women, young boys and girls from despair, from the hideous boredom of having nothing to do, from the crushing sense of not being wanted, of having no place in society and no work to do, of being a problem and not a human being—that is the real task of philanthropy in these long dreary days. And for that task extraordinary efforts will be required from those social agencies which devote themselves not to feeding the starving but to providing entertainment, and interests, and sociability, and advice, and friendliness and all those imponderable necessities which make men self-respecting and confident. Walter Lippmann, in the *New York Herald Tribune*, October 20, 1932.

No law can regulate the conduct of the lad whose natural play instinct leads him to back alleys and dark corners for lack of more wholesome association. No police pressure can bring comfort to the child of foreign parents who constitute so large a part of our prison population, who does not find a natural response in intimate home atmosphere.

Recent disturbances in various prisons throughout the country have suddenly awakened our interest in prison conditions. It is, of course, important that we have adequate housing for our prisoners. Food, clothing, sanitary conditions, sufficient labor, vocational training, all these are essential if we are to return our wards to society whole in spirit, with health unimpaired and mentally balanced. In our haste to ameliorate immediate conditions, we are apt to lose sight of the far more important objective—that of finding the way to empty our prisons, of reducing delinquency and crime to an extent that will avoid the necessity for building more prisons with more impregnable prison walls.

A Social Problem

Unless we approach the crime problem as a social problem affecting the social structure as a whole, without individual preferences or preconceived notions, we shall not meet the situation squarely. This presupposes the recognition that every delinquent is a social unit, a continuing social responsibility of the social order. This, as a matter of course, takes us back to youthful environment and influences, and in that respect we are all gravely concerned with all the problems of youthful behavior.

Each year I ask for increased appropriations for Sing Sing Prison, and when I see mounting millions that the state must spend in order to rehabilitate our state institutions, my mind goes back twenty years or more when society might have saved thousands of these unfortunates from lives of crime and from penal service by encouraging and guiding youth through years of adolescence.

To those of us who look toward the future as it concerns the children of today who are to be the toilers of tomorrow, above and beyond prison and parole, comes the thought for the youngster who is seeking guidance that is justly his, for companionship that is his natural due, for normal play that youth demands, for association and training that a practical world makes necessary.

To afford the child such opportunities should be a primary undertaking in every community. It is the highest type of group insurance against delinquency and crime.

Boys' clubs and kindred associations and councils really reach the heart of the problem of juvenile delinquency. The Union League Foundation of Chicago went into the community which led the entire city in juvenile delinquency, with 1,344 boys arrested in 1920. Nine months' operation reduced the arrests to 802, the following year reduced them still further to 592, and in 1928 they did not exceed 276. The City of Milwaukee by an elaborate system of playgrounds and boys' clubs has reduced its juvenile delinquency about 50 per cent.

Though I understand that last year saw an increase of juvenile delinquency in Richmond, I do not believe that Richmond suffers any

(Continued on page 545)

Problems of Increasing Leisure

After three years study, the President's Research Committee on Social Trends has made its report. One section of the report deals with the problems presented by increasing leisure. We give here the official summary issued by the committee of which Wesley G. Mitchell is chairman. In later issues of the magazine will appear more detailed information on sections of the report of interest to our readers.

As has frequently been pointed out, men work fewer hours per day and per week and the home tasks of women are less time-consuming; child labor has been greatly reduced, and though school time has been extended, children may share in growing leisure no less than their parents.

To profit by the potential market offered by increasing leisure, many forms of amusement or recreation have been provided on a commercial basis, as for instance, moving pictures, automobile touring, travel, radio, boxing, tennis, golf, baseball, football, dancing, and "resorts." On these and similar recreations in the late 1920's our experts show that we spent 10 to 12 billion dollars a year. The curves of growth for most of these expenditures show steep slopes. Seemingly we spend more time, certainly we spend more money on these modern diversions than our forefathers spent on their typical recreations of fishing, hunting, riding and visiting.

How best to use growing leisure hours is an individual problem in which society has a large stake. Americans have but scanty traditional equipment for amusing themselves gracefully and wholesomely. Advertisements set forth what our forefathers would have called temptations. We are urged to yield to their enticements by notions of human nature which differ radically from those entertained even in our own childhoods. Man is not a machine, we say; his nature is not adapted to long hours of work at repetitive tasks; recreation is a physiological need as much as food; if wisely chosen it is good for both mind and body.

Supervision of Leisure

In our early history what recreation was indulged in remained under the aegis of the home or the community, except for certain scarcely respectable types. We still feel that the recreation of other people should be supervised; but clearly the home cannot exercise efficient supervision when recreation, because of the greater mobility of people for profit making reasons, is provided in the form of mass entertainment. A growing proportion of people admit that workers on machines or in shops and offices need recreation, and many of them also demand that the municipality or State assume censorship and control. On the other hand, we see evidence of rising impatience with government supervision of people in their free hours. One of the problems which will still need attention in supplying this almost insatiable hunger for amusement and diversion is to devise a method by which the standards held essential by the community may be protected, at the same time allowing for the free play of new ideas and entertaining novelties.

By virtue of commercialization, the problem of leisure is bound up with purchasing. Not only automobiles, radios and theatre tickets, but also many objects of household decoration or personal adornment are bought to make leisure hours more enjoyable. By way of evidence concerning our national scale of values, consider the following miscellaneous list of American expenditures in 1929: 200 million dollars were spent on flowers and shrubs, 600 million on jewelry and silverware, 400 million on newspapers, 700 million dollars on cosmetics and beauty parlors, 900 million on games and sports, 2,000 million on motion pictures and concerts, and 4,000 million on home furnishings. The outlays upon some items in this list have been heavily cut during the depression; but there is little doubt that expenditures upon recreations and indulgences of many kinds will tend to rise in the future as per capita income grows. Study of family budgets shows that as available income rises, smaller percentages of the total are spent on such essentials as food, rent,

fuel and light, while larger percentages are spent on miscellaneous items. These facts concerning present expenditures contain a forecast of changes in the allocations of average family budgets in the future.

Competition for Interest

Business, with its advertising and high pressure salesmanship, can exert powerful stimuli on the responding human organism. How can the appeals made by churches, libraries, concerts, museums and adult education for a goodly share in our growing leisure be made to compete effectively with the appeals of commercialized recreation? Choice is hardly free when one set of influences is active and the other set quiescent. From one and a half to two billion dollars were spent in 1929 on advertising—how much of it in appealing for use of leisure we do not venture to guess. Whether or not the future brings pronounced irritation with the increasing intrusions upon our psychological freedom by advertisements, the problem of effecting some kind of equality in opportunity and appeal as between the various types of leisure time occupations, both commercial and non-commercial, as between those most vigorously promoted and those without special backing needs further consideration.

The growth of great cities with the accompanying overcrowding has interfered with leisure time activities in another way, namely, by leaving space neither sufficient nor safe for active outdoor play. While the newer trends outward from the most congested central portions of these districts may relieve the deficiency in part, the reservation of necessary areas or the provision of equivalent facilities of other types remains as a problem for many communities.

The development by the government of parks, playgrounds, camping places and bathing beaches is an attempt to solve the problem. In recent years since automobiles have been commonly used, the natural scenery of our country has been enjoyed much more than ever before. This enjoyment has been facilitated by the policies of Federal and State government in setting aside from private use for the enjoyment of future generations places of great natural beauty in which our country is singularly rich. Among the

There is an increasing appreciation of the common objects which surround us in our daily lives.

Courtesy Westchester County Recreation Commission

opportunities offered by the broader range of modern recreation there are few affording deeper and more lasting satisfaction than the contemplation of the scenes of nature. Indeed, one of the common bonds of experiences among men of all groups and types is the enjoyment of natural beauty.

Place of the Arts in the Social Scheme

Not only in passive enjoyment but in practice, art touches our hours of leisure much more closely than it does our working time. A comparison of the census records of 1920 and 1930 shows in general that artists of various kinds are increasing more rapidly than the general population. The trend of art in America must be treated primarily as a matter of opinion, but there is some factual material which indicates a growth in art interests, as for example, the increase at all educational levels in art instruction as compared with other subjects, the growth of museum attendance—the Metropolitan Museum in New York showing today a greater annual attendance than the Louvre in Paris. Upon certain points there seems to be general agreement: the stimulating effect of certain inventions, as for example, coal tar colors and cellulose products, or the influence of electricity on music, an increased interest in the appearance of the home, the enlistment of art and artists by commerce and industry as an aid to sales. In architecture, the United States is a recognized leader.

From a social point of view, as contrasted with art for art's sake, the problem of art, like that of religion and recreation, turns today on its service to man in his inner adjustment to an environment which shifts and changes with unexampled rapidity. Art appears to be one of the great forces which stand between maladjusted man and mental breakdown, bringing him comfort, serenity and joy.

Art Appreciation Gaining

It appears, from inquiries, that while conscious enjoyment of the fine arts is becoming more general, a much more widespread movement is the artistic appreciation, both as to color and design, of the common objects which surround us in our daily lives. That these changes are largely unconscious, and that they are seldom recognized as touching the field of the arts, does not detract from their significance.

The artistic tradition of the United States is, of course, less rich than that of older countries. So far as beauty consists in the establishment of harmony between appearance and function, a rapidly changing society such as ours would appear to be a stimulating factor. So far as beauty depends on decoration, the history of the past would indicate that artistic adjustment to a cultural pattern cannot be achieved until that pattern has been in existence sufficiently long to permit of much experimentation with the various possibilities it offers. Private wealth has been extraordinarily lavish in its patronage but not always wise. Governments are just beginning to concern themselves with the encouragement of the arts. The school may well grow into an effective agency for the development on a nation-wide basis of an elementary consciousness of beauty, and a more general understanding of the place of art in industry and commerce may prove to have great potentialities.

"If we have learned anything these past three years, it is that thought is likely to be ineffectual and that action can be mischievous. Thought has not saved us from catastrophe; action has sprung the trap. And the leisure that has been forced on the world is tainted with tragedy and bitterness. But the well-springs of life never dry up. Although commerce and industry are depressed, naturally growth continues outdoors and in. The trees have not shut down for the duration of the depression. The birds have not shunned the affected areas. Boys still outgrow their clothing, and girls become young ladies while their parents are still prattling to them in terms of childhood. And many of those who have had leisure brutally thrust upon them must be growing in directions strange to them before, and forming thoughts that were once inarticulate. When a young sapling is left to its own devices it grows downward in the direction of nutriment and upward in the direction of light and air. Human beings are not radically different. Enough action to reach the nutriment, enough leisure to find the light and the air, is the natural design for living. When the opportunities for action are equitable and numerous it will be a blessing if enough leisure is left to foster green growth above the ground."—Abstract from editorial "Concerning Leisure," *New York Times,* December 18, 1932.

Sky Hooks

At the Enchanted Island dedicated to the children.

"AND what are sky hooks?" asked Alice in Wonderland.

The White Rabbit gave a brisk twirl to his whiskers.

"They're things," he said importantly. "Made of steel, they say. Hang a building down from the sky, instead of pushing it up from the ground. Quite unashamed of themselves too. Hold up a building from the outside so you don't have to have cluttering things like columns inside it. You know what I mean; make the building have its insides on its outsides."

" 'Its insides on its outsides!' " exclaimed Alice, puzzled. "Oh, dear, I haven't a notion what you do mean."

"Then come to the Century of Progress Exposition in Chicago next June," answered the White Rabbit, "and find out for yourself."

So that night at supper Alice told her father and mother about it.

"Sky hooks!" said her father. "Rather an idea at that. No pretense. No calling a good honest steel support an ironic column or something."

"Ionic, dear," murmured Alice's mother, patiently, but no one seemed to notice her.

"And they've never, never been tried anywhere else in all the world," cried Alice. "The White Rabbit told me so."

"Who?" exclaimed her mother.

"The—the man who spoke at our school today," amended Alice hastily. She had found that certain important things were best kept to yourself.

By JOSEPHINE BLACKSTOCK
General Manager of Children's Activities
Century of Progress Exposition

"And what else did you hear?" demanded Alice's father, in his excitement taking the last piece of chocolate cake.

"We-ell," said Alice, "for one thing there's going to be something called the Enchanted Island. And it's just for children. And there's never been anything like it at any exposition *ever.*"

"How come?" asked Alice's father.

"The White Rab—. I mean the man said that it's a sort of playland that's been enchanted."

"Humph!" Alice's father cleared his throat importantly. "Perhaps I should look into the matter."

Alice held her breath; the room, the table, the chairs and even her father and mother were all going round in circles.

"Then," whispered Alice, "we—we *can* go and see it!"

"Don't see how we can get out of it," said Alice's father.

All this happened just the other day, but Alice all the same is getting ready in anticipation; so are thousands of other small Alices and their brothers throughout the length and breadth of the land. For the people running the Century of Progress expect about 350,000 people to visit the Exposition every day, and of this number more

than five percent will be children. Neither is Alice's first-hand information just a fancy of the White Rabbit, who *is* at times a dreadful romancer; it is correct down to the tiniest detail. And what a lot Alice still doesn't know!

Picture an island built like a long lapping tongue along a lagoon across from the mainland. Its back yard is Lake Michigan, and its front garden, the blue waters of the lagoon. And this five acres of playland isn't at all hard to get to. In fact you can go to it in three ways; by bus, across one of the three bridges, or by taking a trim little boat.

Alice, stepping out at the main entrance, will undoubtedly think that she's dreaming. She will be fairly wrapped in, drowned in *color*. A tall Enchanter will probably greet her, clad in all the splendors of the royalest prince out of the Arabian Nights. A great umbrella, sixty feet in diameter, apparently spun out of color, and so brave and gay that no mere shower would ever dare to dampen its spirits, will stretch above her. A high fence wrought out of colored animal cut-outs will hold out valiant arms to encircle a Toy Shop bright with reds and blues and yellows; while all the outside walls of all the other buildings will be hung with every gala color in the rainbow.

Well, there will be the Toy Shop on one side, and on the other nothing less than a children's restaurant, decorated with murals by Tony Sarg. The calories in that restaurant will be so deliciously sugar-coated, and the vitamins so varied and toothsome that even a Hottentot tot would turn into a dietician if he once tasted them! In the Toy Shop will be exhibits of toys and dolls from all over the world, and they will show the evolution of toy-making from the beginning of time.

The Theater

But Alice pushes on. And right there, set squarely in the center of things, like an axis about which the whirling, colorful life of the Island revolves, is the Children's Theater.

There are many novelties on Enchanted Island, and this is one of them. An engaging, intimate little building that might have strayed right out of a fairy tale. Inside, seats for 350 children for to sit on and for to admire; lovely walls with murals and sculptured reliefs by Alphonse Iannelli, the famous sculptor who decorated the Adler Planetarium; stage settings done in the brave modern legend. And what will Alice see when the curtain rises? Children's plays, some acted by children and some by grown-ups; puppet shows; circuses; dance festivals; movies; clown acts; magicians' acts; readings by famous story tellers; even a pet show or two. Here is a new angle to play—creative play in a happy expression that Alice may see and wonder over, and perhaps go home and imitate. Who can tell? Alice may have found an avocation there in that little theater that will mean many hundred times the price of admission; or she may just have stumbled on an amusing way of spending her leisure time.

This is from Alice's angle—the audience angle—but how about the young performers? The majority of programs will be furnished by children from the public schools, the municipal playgrounds, dance, music and dramatic schools and similar groups. Here is adventure, simon-pure and once-in-a-lifetime—the adventure of creating, the one adventure left to the children of today, whose woods and Indians and wild animals have all been taken away by the strange thing we call civilization.

The presiding genius of the theater will be the Chicago Junior League, a group of young women who take their philanthropies just as seriously as they do their amusements. They have undertaken to provide three plays a week, and just ask any small boy or girl who have seen them what they think of a Junior League children's play! But the theater isn't just for the silk stocking small person; Tony Tomaselli who lives Back of the Yards and likes to play pirate or policeman at his playground, will be proudly propelling his sisters and his cousins and his aunts over to see him "put on da swell show"; while little Mary O'Shaughnessy from 'way over on the West Side will no doubt have all her neighbors out to see her do that adagio dance. For the wise men in charge of Enchanted Island know that from

Miss Blackstock, who is the director of recreation at Oak Park, Illinois, is to serve as general manager of children's activities at the Century of Progress Exposition, Chicago. This unique experiment will be watched with much interest by recreation workers everywhere. A theater which will be a clearing house for amateur performances of many kinds, for storytelling and similar activities, a playground with leadership, and a children's restaurant are a few of the projects which are now under way.

the beginning of time beggars have had a yen to be princes, and princes, beggars. And here is their chance to see the miracle happen in the most glamorous of settings.

The Enchanted Land of Play

But we are keeping Alice waiting. The next thing she sees is a half-circle of gayly-awninged pavilions, pavilions that would make any small person's heart skip a beat or two. Up above on the pavilion roof, Alice's father and mother may watch her; but right here Alice is stepping alone into the enchanted land of play. She will find rooms where she may do all sorts of things on a rainy day; rooms furnished with books and games and other amusement devices; here and there a lady dressed in gay and fanciful costume ready to tell her a story or show her a game; here and there a strolling musician twanging his strings.

And just beyond she will find playgrounds, partitioned off according to whether she is a kindergartner or a great big eleven year old. And the playgrounds are all equipped with the newest and safest and most exciting play apparatus; swings; slides; merry-go-rounds; gymnasium sets and play fields. Here again young women, trained play leaders, will welcome Alice and her brother; will have games and stunts ready for them, and even a convenient ball if they want to try out cramped muscles. This will be the first time supervised playgrounds have ever been tried at an exposition. Here Alice and her brother may play happily and safely, watched over by sympathetic play leaders. Alice's mother and father may, if they want, go off for a whole day to visit some of the adult wonders of the Exposition, and leave Alice on the Island, knowing that she will be cared for efficiently and pleasantly. They know that there is a first aid station and a scientifically equipped nursery, to say nothing of a restaurant.

For the Grown-Ups

But grown-ups don't have to stay out of all the enchanted places; not by a long way. Across from the playgrounds are the snug little buildings that will house the commercial and scientific entertainments, and here, the Exposition officials say, fathers and mothers may go if they will. Probably these same Exposition officials have a sneaking sympathy in the matter. They know, perhaps, the fatal attraction Tommy's toy aeroplane has for Tommy's father, and Alice's hand-dressed doll for Alice's mother! Anyway, grown-up little boys and girls may slough off the years and become as sociable as they wish here with the ungrown-up ones. They may climb the Magic Mountain and come a-sliding down its sides. They may peer at the monkeys on Monkey Island, and at the baby lambs and ponies on the model farm. They may take a ride to Fairyland on a pretzel (believe it or not); investigate the clouds on the Ferris wheel, or drive themselves in a miniature automobile. They may gaze and gaze at the house all built of marbles, or go inside and find out how marbles are blown. They may watch bright-eyed gnomes right out of a Hans Anderson story book actually making coaster wagons in a building made out of a coaster wagon big enough for a giant to sit in quite without crowding himself.

And here again Alice's father and mother may learn that an experiment in play is being carried out right here that may have enormous bearings on the future of education. This is an experiment that has never been tried out before anywhere, let alone at any exposition. The men and women in charge of these amusement devices have not chosen them willy-nilly from anybody's catalogue; they are scientific expressions of the age interests of the child in play. Decision is made on them only after study and experience in children's actual play preferences. Enchanted Island will prove to Alice's father and mother that play is growth, both physical and mental, to Alice, and that this instinct for various kinds of play changes with every year of her childhood.

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Musical Games and Informal Dances

Musical games and activities are playing an important part in social recreation programs.

By CHARLES F. SMITH
Department of Scouting
Teacher's College, Columbia University

WHEN CODUCTING a program of musical games and recreational dances with a mixed group, it is generally advisable to start slowly from the known to the unknown. The program should begin with old favorities, such as those found in *Twice* 55 *Games with Music*. In the hope of getting everybody into informal dances, the leader should first call for volunteers for such activities as "We Won't Go Home Until Morning," or "The Bear Went Over the Mountain." Next, he may call the names of several dance games, and, by calling for raised hands, determine a game practically unknown, possibly "The Circle Dance." Now he has arrived at a place where he can urge every one to join, and the shy ones will hesitate but little because they appreciate that the others are quite as unfamiliar with the game as they are.

Bursting In
(*A Social Dance Mixer*)

The equipment for this dance consists of small thin paper bags that can be easily broken.

All dancers assemble around a chair on which the bags are placed. As soon as the method is explained, the music starts, and with it, some of the couples begin the dance. Any time a man (woman) wishes to "cut in," he blows up a bag and bursts it on the back of the individual whose place he wishes to take. (As a substitute for paper bags, hand the selected rivals paper flowers, lemons, nuts, nursing bottles, etc.)

Securing Partners. A simple, inexpensive, and satisfactory method for obtaining partners is through the use of playing-cards. For a crowd of a hundred and four, two complete decks of cards are necessary. A man deals one card from his deck to each of the fifty-two men, and a lady deals her cards to the fifty-two ladies. Then, an announcer takes each man in turn and calls out his card, and the lady who holds the matching card joins her partner.

Notes for Leaders. If there are less than fifty-two people present, use only one deck of cards. In this case, the holder of the ace of hearts pairs with the ace of diamonds, the two black aces pair, the two red kings, etc.

It provides good fun to have more cards than there are dancers, so that there will be a number of laughs when the announcer calls certain cards, and it develops that no lady holds that card.

Musical games and recreational dances are fast coming to be very popular with mixed groups. Through the courtesy of Charles F. Smith, author of "Games and Recreational Methods," and of the publishers, Dodd, Mead and Company, New York City, we have been permitted to reprint a few musical games and dances from Mr. Smith's new book, "Games and Game Leadership," which contains over 700 games and activities of many types, with instructions for leading them.

Partner Exchange

This is a very simple method for securing partners which dancers favor, because they can, with few exceptions secure partners of their own choice. All players are seated. with the exception of one couple who engage in a dance for a brief period until the

music stops. At this signal both the gentleman and the lady secure other partners. This is continued until all secure partners.

Notes for Leaders. Coach the first couple to set a pattern by running for partners when the music stops. This method will not be very successful if people waste time in selecting partners.

In large crowds have each couple separate and get new partners each time the music stops; in small crowds, only the couple that is last to come onto the floor separates.

Matching Musical Terms

Finding Partners. This method of finding partners will be appreciated by guests who have a knowledge of musical terms. However, the combinations of statements used in finding partners are so simple that the game can be used successfully at any party, other than a party for children only.

Before the guests arrive some one must prepare the necessary written papers. The statements following are passed out to one-half of the crowd and the answers, printed in boldface type, are given to the other half. The guests consult each other's statements to find partners.

1. A slang term applied to "the four hundred." **Swells**
2. The prohibition law did away with them. **Bars**
3. A derogatory term applied to lawyers. **Sharp**
4. Terms related to our national game. **Base and Run**
5. A part of a fish. **Scale**
6. Something used by a shepherd. **Staff**
7. That which betrays one's birthplace. **Accent**
8. Something related to railroads. **Lines and Ties**
9. Something to take when tired. **Rests**
10. The name of a girl. **Grace**
11. Two parts of a dollar. **Quarters and Halves**
12. A portion of a sentence. **Phrase**
13. An unaffected person. **Natural**
14. A reflection upon character. **Slur**
15. A plant for seasoning. **Time (Thyme)**
16. Obtainable from a bank. **Notes**
17. A place of residence. **Flat**
18. Found on a check. **Signature**
19. It is free at gas stations. **Air**
20. Used for bundling. **Cord**
21. Something used by a seamstress. **Measure**
22. A telegraph operator uses it constantly. **Key**
23. An important army officer. **Major**
24. Related to a policeman. **Beat**

Acting Musical Terms. Why not carry on Matching Musical Terms at a musical party by making it a dramatic game? To keep couples occupied after they locate each other, let them get together and work out simple dramatizations to illustrate the musical terms. Suggestions follow. Use of real or imaginative flat irons to illustrate "flats," fit an imaginative key to a keyhole for "key," portray a dressmaker using a tape to illustrate "measure."

Popularity

(*A March Plus a Rush for Partners*)

This game is designed for use when the sexes are unevenly divided. Suppose more men are present the girls all form in a large circle and the men take their places in a compact group in the center. The girls all face to the right, and, to the tune of a lively march, parade counter-clockwise around the men. Suddenly, the music stops as a signal for the men to rush for partners, while the girls continue marching. The unlucky men who fail to secure partners return to the center.

Couples continue marching until the music stops as a signal for the men to face about and march in the opposite direction, while the girls continue marching counter-clockwise. Again the music stops, and the fortunate men who are marching do an about-face and compete with the men within the circle to get a girl. All who fail take their places within the circle.

Notes for Leaders. Notice that in marches of this kind the girls always circle right. They may be instructed to place the left hand on hip, so that the men can easily "hook" their partners.

This game is unusual in that players enjoy it so much that they do not object, when the sexes are about evenly divided, to having some of the men tie handkerchiefs on their left arms and become "girls."

Popularity may be used to secure partners for refreshments. However, fine discretion must be used in this matter, and at parties where certain people will be more content when they eat with certain other people, it is better to make everybody happy and let guests select their own partners.

King of Prosperity Dance

(The Santa Claus Dance)

Provide about ten per cent of the men with a number of ten-cent rings. Each time the music stops each girl tells her partner her name, followed by the question, "And, are you a King of Prosperity?" Men who happen to be reply, "Congratulations Miss So and So; I am a King, here's your ring." When the music starts, partners change and continue the dance.

Notes for Leaders. Girls will be on the lookout for Kings, so naturally, men who act in that capacity will be discovered and rushed every time the music stops. But the girls must not know that Kings are benevolent only when approached the fifth, sixth, or seventh time, depending upon the secret instruction of the director.

When the party includes about a dozen people confined to a small room, there should be but one King. He may give a ring to every second or third girl. Each time the music stops the girls whisper the question to the fellows, several of whom pretend to be Kings and pretend to pass rings, thus allowing the real King an opportunity to give his girl a ring without being detected.

The term Santa Claus is appropriate at Yuletide; at a New Year's party, Father Time might bestow gifts.

Broom Dance

Since this is well known it is described briefly. Provide the odd men or girls with brooms or sticks to hold while dancing. When the music stops, they drop brooms and try to get a girl while all partners change. Those who fail to get a partner carry on with brooms.

Formation of a Grand March

This is a sure method to get every one into a grand march. The leader asks everybody present to assemble in a compact group at one end of the room. Next, those on the outer edge of the group clasp hands, thus enclosing those within. At this point the leader explains that the next event will consist of a very simple march which everybody can perform with perfect success.

A couple at one end of the enclosure hold hands over head, forming an arch, under which those within the enclosure pass in couples, with girls on the right. As soon as the couples within the enclosure pass out under the arch, those who formed the enclosure do likewise. In this way a line of couples is formed with men on one side and girls on the other, in formation for another march.

Note for Leaders. With couples in position—ladies on gentlemen's right— they march around and come down center of room. Separate at far end, ladies going right and gentlemen left. When they meet again at opposite end of room, lines pass with ladies on the inside. They meet again and come down the center in twos, couples separate alternately right and left. Couples march around until they meet in center again and come back in fours.

Paper Bag Masquerade March

Give each participant a large paper bag and three or four pieces of wrapped candy or gum. Provide colored crayons for marking masks. Instruct everybody to make his own disguise by tearing holes in the bag for eyes, nose, and mouth, and adding pencil decorations limited only by his artistic ability.

Start a simple march before all have completed their masks and let others join as soon as they are ready. When the music stops, the masqueraders go where they please and engage in conversations by couples until the music starts as a signal to form on a given line ready for the next march. Whenever a masquerader recognizes the person he engages in conversation, that person is required to give up a piece of candy or gum. As soon as any one exhausts his supply of goodies he must remove his mask and drop out of the game.

Notes for Leaders. Instruct everybody to disguise his voice by attempting comical Irish, Jewish, Swedish, or German accents. It saves time to start each march by couples.

Use figure marches that mix the crowd, so that even though players recognize each other by their clothing, they will nevertheless have to search out their friends. Also arrange for the music to cease when the majority of the marchers are in the center of the floor.

Spiral String March

(An April Fool Special)

Line up the marchers in a single front rank and pass down the line with a ball of very strong string and, as it is unrolled, ask each person to

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Reading ranks high as a hobby. There are, however, rural districts where books must travel to readers.

Hobbies for the Teens Age

By MARIE SPOTTSWOOD

As IN other respects so in the use of leisure time every adolescent is a law unto himself. Reading, dramatics, writing, sports, hiking, music, activities that give an opportunity to work with the hands—these and many others are to be found claiming the whole-hearted attention of both boys and girls from twelve to twenty. In fact, a list of hobbies actually engaged in by a particular group of these young people would be too long to reproduce here. If one asks a fourteen-year-old what he does in his free time, the answer may be both amazing and discouraging. He may know of nothing else to do except to go to the moving pictures or find some other vicarious means of entertainment. Let us not conclude that this young man lacks aptitudes; rather he lacks experience.

The comments of the boys and girls themselves and the testimony of mothers, fathers and teachers form the basis of the present discussion which is further limited to include only those types of interests available to any and every boy and girl.

Reading

Perhaps the most characteristic hobby of the teens age is reading, but many parents are not aware of how much their participation may enrich the reading experiences of adolescent

children. Or so one boy and girl feel about it. The boy, a sixteen-year-old, whose books are his choicest hobby, says that reading a good book might give him a few hours pleasure, but the books that really live and become a part of him are those which he discusses with others, especially with his parents. A girl of thirteen says that some of her greatest pleasures in books have been those shared in family reading out loud.

A teacher, who is also a parent, noticed that his children did not discuss certain books or happenings with him and upon asking why they omitted these particulars from their conversation he received this illuminating reply: "Well, Father, we know exactly what you would say without asking you!"

And the implication was not complimentary! In thinking over the incident this father realized that he did, indeed, expect his children to like the things he wanted them to like and to enjoy the books he wanted them to enjoy. He is, however, sufficiently open-minded to "mend his ways," and there is much to be said in favor of any parent who maintains such a charmingly frank relationship with his family.

Miss Spottswood's article appeared originally in the December issue of "Child Study" published by the Child Study Association of America. This particular number is devoted entirely to a discussion of Play and Play Materials and has much to offer recreation workers and officials.

The Creative Spirit

A more unusual complaint came from a mother who objected to a teacher that her child spent too much time writing. "Writing what?" the teacher questioned. As far as the parent could discover, it was nonsense, but the young lady, aged seventeen, seemed much more interested in it than in preparing for her college board examinations. Let us hope she did not allow examinations to interfere too seriously with her hobby—she was writing poetry—and that her mother has learned the significance of what appeared simple, foolish and unintelligible.

The interest in writing manifested by many adolescents can be stifled easily by an unsympathetic attitude. Even good-natured ridicule from members of the family often prevents its development. A happier example of an interested yet restrained attitude on the part of parents is found in the case of a youth who particularly values his typewriter. He enjoys the privacy of his own desk and appreciates this consideration from his parents. As a consequence, they are frequently invited to criticize his work.

With no space and less money with which to carry out some of their own histronic yearnings many adolescents content themselves with going to the movies or whatever is offered in the way of theatrical productions. Give them the opportunity to stage the performance themselves and they are not only happier but richer by far. In appeal partly intellectual, but still more social, dramatics is one of the most popular of all adolescent interests. It is well worth cultivating for it aids in poise and self-expression and affords unlimited possibilities along other lines, particularly in the arts. One mother, with something of a flair for the theater herself, enlisted the help of her husband, and they, together with their daughter, made an effective theater out of their erstwhile unattractive cellar. The total expenditure (volunteer labor not paid for) was around ten dollars and the return on the investment, according to these parents, is enormous. This was the result of a dramatic club started at school. It is becoming an institution in the neighborhood and the cellar-theater is the meeting place for an enthusiastic group of teen-age actors, actresses, scenic designers and stage hands.

Any one who has visited Germany in the summer time must covet for American boys and girls the unusual advantages afforded even the poorest German youth in the way of traveling. Both boys and girls have the desire to visit strange places and have new experiences, but having in this country no such happy arrangement as those of the German Youth Movement to facilitate their travel, they sometimes run away from home. Although there is not always so violent a reaction to this urge, the "wanderlust" is present to some extent in all youth. Trips of exploration to a near-by mountain, lake or stream are within the possibilities of every group and the unfailing eagerness with which adolescents seize upon opportunities to go on such an expedition is indication that it is providing them with an appropriate means of satisfying this desire.

Psychologists tell us that the early teens — thirteen to sixteen—should be a time when the boy and girl are "exploring," trying out many things. Such hobbies as photography, wood carving, bookbinding, pottery making or clay modelling are enthusiastically engaged in during these years. After this period of "sampling" and trying out not only many activities, but also their own aptitudes, there comes a narrowing and deepening in adolescent interests. For this reason it is particularly urgent that a wide variety of contacts be provided in the early adolescent years. Usually the desire and the information regarding scientific experiments, shop work and the arts are gained in school; but parents who foster these beginnings by allowing further experimentation, construction and art expression to continue at home after school hours are the real persons to whom credit is due if the hobby truly enriches the child's life. While the "smells" that issue forth from her son's home-made laboratory are hardly pleasing, the mother of a fifteen-year-old boy has never complained, except once when the son and a clever accomplice were distressing a younger sister and her playmates with clouds of smoke piped into their playroom by an ingenious device. The fifteen-year-old has, with his parents' understanding and encouragement, become more mature in his experimenting and spends his vacations at a scientific laboratory.

The Social Side

Of physical activities pursued as hobbies by all adolescents little mention need be made except to say that every boy and girl in the teens should find his own sport. From fifteen on the girls tend to drop sports as a hobby while boys grow even more engrossed in them, and teachers often find it is the parents who allow girls to lose interest entirely rather than encouraging them to continue it. A mother and father, having been properly scored for their negligence in this respect, discovered that several family skating parties in the evening did something for themselves as well as for their two daughters' enthusiasm for sports. Another mother found that by bringing more of the social aspect into sports her girls' interest was intensified. She provided light refreshments and a comfortable room to which the daughters might bring their friends, boys and girls, for an hour or so after the game, swim or what not. Often they danced a bit in spite of the fact that they had been exercising vigorously all afternoon.

Dancing is almost universally appealing to boys and girls. Though the problems it often raises lead into some of the most difficult social adjustments the younger and older generations are called upon to face, many authorities believe that dancing is not only wholesome but is one of the almost necessary outlets for boys and girls par-

Modelling is a popular hobby with many boys and girls of the "exploring" age.

Courtesy Westchester County Recreation Commission

ticularly in our modern civilization. These complex social problems have no place in this discussion, but we must recall in passing that mothers and fathers who dance with their children can be helpful in more ways than one. This is obvious with the boy in his early teens to whom the ordeal of learning to dance is almost too great for him to bear. But it is no less important in the more subtle guidance made possible by standing "with" rather than "against" their children.

Collecting Things

In the early teens both boys and girls seem impelled to collect something, and the objects sought by them range from junk to first editions. With boys the interest in collecting seems more genuine than with girls, and tends to persist through the years; sometimes it is simply the collecting that continues, the items varying. An adults' book lover confesses that his interest in collecting began with white rats, was transferred to postage stamps, cigarette pictures and, finally, to books.

Regarding the value of postage stamp collections, a favorite with boys, there is conflicting testimony. With some, it is engaged in more or less as a duty, a friend or relative having given the boy a book and a number of stamps as a beginning; with others the market value of stamps is the sole motive for collecting. On the other hand, such a collection may be truly enlarging experience and a source of much pleasure. A teacher, herself now a collector, admits that an English theme about a stamp collection by a fourteen-year-old boy aroused her interest. So wide were his researches that his father, whose assistance was enlisted, became impressed and has rendered the financial assistance necessary for the purchase of some much desired treasures. This lad, whose fine collection is valuable, would not consider selling it. He will, however, discuss it from any point of view, historical, geographical or technical, in so fascinating a manner that even grown-ups will listen to him.

Probably the most meaningful collections are developed as a result of a creative type of interest, such as collections of beautiful photographs or etchings growing out of one's own experiments in making them.

Emotional Antidotes

A teacher has expressed this view effectively in the statement that "perhaps the chief superiority of creative activity lies in the emotional release which comes when one plans something oneself and carries it out with reasonable success ... The youth of the land is largely engaged in competitive or stereotyped activity, and it is bored to death. Alcohol, jazz, petting and lavish spending are sought by youth made reckless by ennui. Real creative activity may not be easy to foster, but it is a more constructive and complete escape from boredom."

But why, you may ask, all this stress upon hobbies, which are, after all, secondary matters in a young person's life? If a layman's enthusiasm has seemed too great, let us go to the psychologist for an opinion as to the role of interests in adolescent development. According to Brooks, in his book on *The Psychology of the Adolescent,* a wide range of wholesome interests not only insures breadth of experience and of personality, but acts as an aid to mental health by providing for the youth some means of resolving the conflict of inevitable impulses and desires.

In so sketchy an account as this it has not been possible properly to evaluate various hobbies and avocations. The one point to be repeated again and again is that any activity carried on in the creative spirit is superior to all others in its ultimate value to the individual.

"The challenge of the leisure-time problem of the next generation is almost breath taking in its significance. Never before in the history of the civilized world have the masses of humanity been blessed with the amount of leisure now available. For generations mankind has been crying for more leisure, and opportunity to do the things that are not required. Tomorrow, when the depression has cleared up, civilization will have dumped in its lap such quantities of leisure time that it will be helpless to control or make proper use of this increased leisure unless education is definitely reorganized to prepare for this problem. Increased leisure time, the rainbow pot of gold for which humanity has been searching for many generations, will become like the golden touch to King Midas, unless the present generation is given definite education and training in sane, satisfying and worthwhile recreational activities." — *William R. Laporte,* Professor of Physical Education, University of Southern California.

Safe Winter Coasting Hills

Courtesy Minnesota Municipalities

Protection must be given the many children to whom the street is an alluring sliding place.

By A. B. HORWITZ
City Planning Engineer
Duluth, Minnesota

WITH THE coming of winter snows, city officials are again called upon to answer the recurring question, "Where can our children coast with safety?" Usually the only answer is that of the children themselves; they slide in the street at their front door, but not in safety.

Four types of areas offer safe coasting hill possibilities — home grounds, suitable park lands, school property, and selected public streets under proper supervision.

Home Grounds

We often fail to notice the thing nearest and plainest before us. The best sliding place for the small child is on the home lot. A slide as short as twenty-five feet, with a built-up snow mound for a good start, will keep a youngster under six happy for hours daily. Where there is some slope to the ground the home lot may afford a slide of considerable length. Furthermore, nearly every block has one or more vacant lots. Permission for temporary use can ordinarily be obtained. Several slides can be built on such a lot and the various age groups served separately.

A slide needs a definite path held by snow banks, a steep slope for the start and a snow bank across the path at the finish where necessary to stop the toboggan or sled from running into a street or into an obstruction. Where the starting slope is a built-up snow bank and not the hard ground itself, the path will be too soft for sled runners unless iced, and the youngsters must be provided with small toboggans. Vacant lot slides can be built and maintained by the older children of the block, under supervision of a committee of parents.

The elementary school Parent-Teachers' Association is a good organization to promote home-ground and vacant-lot coasting hills and to organize committees of parents in each block. The Duluth Parent-Teachers' Association has undertaken this work.

Mr. Horwitz's article originally appeared in the January issue of *Minnesota Municipalities*. Readers of *Recreation* will be interested in having the opinion of an engineer on this subject. A recreation worker, after reading the article, suggested the possibility of using munipal golf courses for coasting. This would involve keeping club houses open as shelters, but the charging of a small checking fee would help defray expenses.

Park Areas

Practically all large parks and some playgrounds have areas suitable for sledding, tobogganing and skiing, safe from traffic hazards. Very few large parks, however,

are near the densely settled districts, and, therefore, can serve but a small portion of the community.

School Properties

Where some portion of a school site is on a hillside, an excellent snow slide is often possible. The activity can be limited to such hours as will not disturb school activities.

Public Streets

In spite of traffic hazards, the street is still the most popular sliding place. It is at every child's front door; it possesses the best surface for sled runners; heretofore it has been the only sliding place available; and the child often knows no other.

Courtesy The Journal of Health and Physical Education

For those so fortunate as to be able to leave the city streets, there are the wooded hills as sliding places.

The 1931 Year Book of the magazine, RECREATION, states that there are some thirty-nine cities that operate play streets. I obtained the list from the National Recreation Association and inquired of these cities whether there exists legal authority for recreation use and the blocking to traffic of areas dedicated for highway purposes. Twenty-one cities replied, and nearly all to the same effect: "We do not know of specific legal authority but this practice in our city has never been challenged." Streets are closed for only two or three hours a day and only streets are used on which all abutting property owners have given their written consent. Some person is charged with the responsibility of watching the activity and closing the ends of the block with traffic barriers for the duration of the designated period. Any vehicle that must have access to some abutting property during this period is admitted. The activity is usually under supervision of the recreation department, sometimes under the police department, sometimes under the two acting cooperatively.

It appears, from legal opinion, that the municipality is not liable for traffic accidents in connection with street coasting.

Such streets should be carefully selected for suitability — they should be side streets not needed for traffic circulation even in the immediate neighborhood. Provision should be made for easy stopping at the end of the run and, as far as possible, the locations should be close to large groups of children. In districts where supervised streets are not available, street sliding should be prohibited.

There are a number of enjoyable events with sleds which can be arranged. First of all comes the decorated sled parade which may be made as effective as a doll buggy parade. Interest may be added to this event by dividing the sleds into classes and giving awards for the most elaborate, most beautiful and most fantastic sleds. There are, too, such events as Coast for Distance, the coaster being given a running start; Push and Coast, an event in which one boy is on the sled, with his team mate giving him a running push to the take-off line, and the Shuttle Relay. In this event the sled must come to a stop and be turned around at each end of straight-away. The relay is run as a regular shuttle relay, and each boy must be back at his starting point before the next one starts. Teams consist of nine boys, one rider and eight pushers. Distance, 25 to 50 yards.

These bold adventurers into winter's fastnesses do their sliding on skiis, skimming like birds through the air.

Courtesy The Journal of Health and Physical Education

Courtesy San Francisco Recreation Commission

If you are adept in the playing of tennis why not help others to acquire this skill?

The Unemployed High School Graduate

By HERBERT H. HELBLE

Principal, High School,
Appleton, Wisconsin

I WOULD encourage some of our boys and girls just out of school to volunteer their services as playground directors or leaders of directed play. Because of financial economies made necessary in municipal, park board, or school board funds, many communities are faced with the abandonment of organized playground and evening recreational activities. Why can't our high school graduates throw themselves into this breach and help save the painstaking work of years? Free volunteer service is what many of our communities now need. Youth is ever idealistic and altruistic and American high school graduates are no exception. If high school education stands for anything at all, we have a right to expect a few leaders from each class who can properly organize and supervise recreation on a small scale at least. You athletes, who have had three or four years of intensive coaching in high school, you stars of the gymnasium, you leaders in class plays and school dramatic performances, you former members of the school student council, you ex-class officers—here is your opportunity to serve. Many of you have had the experience and possess the personality—even at eighteen or nineteen years of age—to succeed at such enterprises. Running a public playground or helping direct a public recreational program will teach you how to handle people.

In an article in the November issue of *The Journal of the National Education Association*, Mr. Helble offers a few suggestions to the thousands of young people who are waiting for the chance to work. A number of them are so directly concerned with the leisure time movement that we are presenting them to the Readers of RECREATION.

Community Service

Closely allied to this suggestion is my urge to young graduate America to take an active part in all community enterprises. Has your town a citizens' club or ward voters' club? If so, attend the meetings and join, if you are eligible. Volunteer your services as scout or cub-pack leader. There is many an insipid,

weak, Sunday school class, church, Y. M. C. A., Y. W. C. A., or other social service enterprise about ready to expire, waiting for the virile, intelligent and active infusion of young blood. Many of you can analyze problems, organize programs of activity, and make clearcut, convincing talks, especially if you have made the most of these opportunities at school. Judging by the floundering failures of the adults, the penalties of which youth, as well as adults, are now paying, not to mention the hopeless confusion in which our municipal, state, and national legislative chambers have become entangled in their efforts to solve present conditions, we are safe in assuming that to turn affairs over to some of our recent high school graduates for a while would not change matters for the worse, to say the least. It was only a few short years ago that boys of high school age were sufficiently mature and intelligent to fight and die for their country. Perhaps the lads of this generation, in the midst of another national crisis, may now be sufficiently mature and intelligent to live, think, and work for their country.

Why Not a Hobby?

May I call attention to the development of hobbies? If in high school you participated in extra-curriculum activities — athletics, forensics, music, dramatics, journalism, clubs—you already know the joy which comes in developing hobbies or leisure-time activities. In the absence of a vocation, you can do no better than to practice an avocation. If I were you, I would acquaint myself with the history and early settlement of your particular region. The local library, newspaper files, scrapbooks, and old settlers still living, would be my sources of information. Next, I would learn the kinds of birds native to the region; study their habits, songs, environments; and seek to identify them in flight, by their song and tracks. I would study the animals indigenous to the region. Having exhausted the domain of zoology, I would transfer my study of nature to the field of botany. Like the intrepid, out-of-door-loving, young Wandervogel of Germany, I would organize hiking and tramping expeditions of my comrades to points of historical interest or natural beauty within reasonable distance. Young America no more needs automobiles or other forms of mechanical transportation for such purposes than does Young Germany. As an offshoot of your rapidly growing interest in natural history, why not begin a collection of objects which interest you? Pull out and dust off your boyhood or girlhood stamp or coin collection, and use it as a point of departure for a study of world geography and international affairs. Renew your acquaintance with music, with gardening, with domestic animals, with home-made games and entertainments which all of us enjoyed so thoroughly in our earlier days. Join the back-lot baseball squad and the neighborhood horseshoe pitching contest. Many of these things will cost nothing in actual money spent. Just because you are numbered among the unemployed does not necessarily mean that you must also be numbered among the idle. Whether or not you have really carried away from high school its maximum benefit will partly be determined by your reactions to this opportunity of what to do with your leisure time, the only commodity of which you seem to have plenty just at present. It all depends on you. Your own happiness and future well-being are at stake. Are you equal to the challenge?

AN APPEAL FROM THE GOVERNOR OF MASSACHUSETTS TO LOCAL SCHOOL COMMITTEES

I am writing to ask your co-operation and advice with regard to what I consider one of the most fundamental problems we are facing during the coming winter—that of maintaining the morale of unemployed boys and girls who are through school and have nothing but time on their hands.

Because of the prolonged depression churches, libraries and other existing recreation centers are already overtaxed to care for the increased number of non-paying members who use their facilities. Some means must be provided to take up the slack. It has been suggested that the use of gymnasiums, auditoriums, reading rooms and workshops in the various schools throughout the Commonwealth be made available to groups of young men and women at such periods as do not conflict with the regular school hours. If this can be done, school authorities are in a position to alleviate the problem to a greater extent than any other public or private agency.

Any concerted program of organized activities made possible through the use of the school buildings will be a real and essential contribution to the needs of a most important element in our communities.

JOSEPH B. ELY.

"Creative use of leisure is certainly a major issue in the future of our civilization." — *Dr. Hornell Hart,* Bryn Mawr College.

Purchasing Points of Winter Sports Equipment

Courtesy The Journal of Health and Physical Education

By LENA WALMSLEY
Bates College
Lewiston, Maine

SKIS, snowshoes, skates, and toboggans are the equipment needed for activities sponsored by outing clubs and departments of physical education.

Skis

Material. Of the snow sports, skiing is deservedly popular since it offers such a variety of activity, hill running, cross-country, jumping—the first two being learned fairly easily. Of the money I had to spend, I should certainly invest the greater part of it in skis. The materials of which skis are commonly made are hickory, ash, maple, and pine. The harder woods naturally give the best service. Hickory is recommended for jumping, but a good quality of ash for such a group as we are describing would be most satisfactory. It is expensive though less so than hickory but correspondingly satisfactory for long and hard usage. Maple being a hard wood is next best and some qualities of hard pine are very satisfactory, and correspondingly cheaper. The lower in the price scale you buy the correspondingly careful you must be to check on the flaws and imperfections treated in the material following. Beware of soft pine. It splinters and warps easily.

The grain of the wood is an important item for consideration. The grain should be wide and run parallel with the length of the ski. It is especially undesirable to have the grain run diagonally forward and outward. The direction of the wear on such a ski when in use is directly against the grain and will cause splintering where the grain is exposed. It is much less objectionable if the grain runs backward and outward since this corresponds with the direction in which the wear comes. A grain which runs diagonally across the ski will cause the ski to run in the direction of the grain. The ski should be examined for knots and kinks.

Type of Ski. The groove on the bottom of the ski is for the purpose of preventing side slipping. Two and three grooves are used by jumpers. A single grooved ski is recommended for general use. This is best for cross-country and hill running, which appeals to most people, and can be used for small jumps.

Shape of Ski. When the ski is placed on a hard level surface such as the floor of the gymnasium, there should be an arch from the toe to the back of the ski of about three-quarters of an inch directly under the harness. The upward curve at the front of the ski should be gradual. At the narrowest point the ski should be about 2¾ inches wide, and 3¾ inches in width at the front.

Finish of Ski. Dark colors in the finish of a ski cause the snow to melt and freeze but more important still, cover the flaws of the wood and make it difficult to detect imperfections.

Length of Ski. The length of the ski is judged by the height of the user measuring

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Equipment" whic
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Many considerations enter into the selection and care of winter sports equipment.

from the heels to the tip of the extended arm and fingers. If I personally were to choose between a ski which is a little too long and one which is a little too short, I would choose the latter.

Price. An ash ski to meet all the qualifications listed above can be bought for seven dollars and seventy-five cents. This insures a ski of excellent quality ash, free from flaws and with an accurate grain. Maple skis can be bought for less. It is obvious that the lower in the price scale one goes the more care one has to exert in checking on the above listed flaws. The wood will undoubtedly be inferior but with care in choosing, a satisfactory ski can be bought for less. Four dollars seems to me the lowest at which one could hope to purchase a ski that will stand up under hard usage.

Harness. Ski boots with the harness fitted to the boot, using the Norwegian ski harness, is undoubtedly an ideal arrangement. For class and group use the regulation harness is out of the question, for adjustment in width is sometimes a lengthy process and adjustment of the back strap is a slow process due to the stiffness of the leather used. The simple toe strap, plus the use of a strong rubber band slipped under the toe and back of the heel, is a very satisfactory and inexpensive arrangement. Several modifications of the regulation harness can now be purchased. Any of these are simple and satisfactory for group equipment. At the same time they blend themselves to quick and easy adjustment by the various people who use them.

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Poles. A pair of poles should be purchased for every pair of skis. A bamboo pole with steel pointed tip, set in metal ferrule, with a bamboo or aluminum ring six inches or more in diameter, is a light strong part of one's skiing equipment. These can be purchased for about two dollars and fifty cents a pair.

Snowshoes

Type. Snowshoes are made according to the weight of the person using them and the purpose for which they are to be used. Snowshoes for speed in open country are long and narrow, with a very definite tail to them. Snowshoes to be used by woodsmen in the brush are wider and shorter, having no tail. This type is known as "bear paw." A snowshoe of medium width and length suitable for general use and for a girl weighing about 130 pounds would measure 12 inches by 42 inches. The toe of the snowshoe should have a definite curve upward—there is nothing meaner on which to try to walk or run than a snowshoe which has little or no turn up at the front. The harness of the snowshoe should also be easy of adjustment.

Material Select wood as you would in a ski —grain running parallel to the shape of the shoe, free from knots and kinks. In the webbing look for uniformity in the width of the gut used, frayed or weak parts, and security of attachments.

Price. A first-class snowshoe, A-1 in every respect, costs about nine dollars. As with the skis, satisfactory snowshoes can be bought for less if care is taken to inspect carefully every piece of equipment bought. Five or six dollars would seem to me a minimum to spend for this equipment.

Skates

This type of equipment does not lend itself readily to group ownership. Shoe skates are owned by so many people nowadays, being much

more commonly used than either skis or snowshoes, that it hardly seems worth while for a club or group to invest in them. However, if purchased, the easiest solution of the problem would be to buy the detachable skates. . . . A wide shoe with broad toe space, lacing just above the ankle, with strong counters to which is attached a skate slightly rocker in type, is a good all-around piece of equipment. A good shoe is most essential.

A good pair of shoe skates can be bought for five or six dollars. The best method of purchasing is to buy the shoe, then choose the type of skate you wish, and then have them attached.

Toboggans

When purchasing this piece of equipment, the points on which to check are very similar to those for skis. Hardwood (ash) is excellent. The grain of the wood should run parallel to the pieces of which the toboggan is made, knots and kinks should be absent, the outer pieces should be thicker than the others. The size which holds four people is a good piece to have, control and weight being about right for the average girl to manage. Rope rather than a wood rail is more enduring, as well as being safer. In case of an accident the breaking of the wooden rail may inflict a bad wound.

Care of Equipment

Care of equipment will materially add to its life. Skis and snowshoes especially should not be allowed to dry out and become brittle. The application of hot linseed oil to the running surfaces of skis, before the season and after, will prevent drying out. The oil should be well rubbed in and allowed to stand for several days. The application of a second coat may be advisable in some cases. Varnishing the upper surface of skis is also a good plan though this need not be done as often as the oiling. When stored after the season, the two skis forming one pair should be strapped or tied together with the running surfaces toward each other. A block about one inch in thickness should be inserted between the skis near the foot rests in order to preserve the arch of the ski. Another block should be wedged between the tips of the skis to preserve the upward curve of the ski. Special equipment called ski bend braces, may be purchased for this purpose though ordinary straps and blocks of wood answer the purpose very well. Skis should then be placed in a horizontal position supported by pegs in two places. A rack or framework about twenty inches wide to accommodate three or four pairs of skis, side by side, containing a series of pegs arranged in pairs about ten inches above each other will readily take care of twenty or more pairs of skis in a small area. Instead of arranging pegs for the storage of skis in a permanent place such as on the wall of a room, the movable rack is recommended. The place of storage is often not the place where the skis are kept during the season of use. The movable rack makes an excellent place in which to keep skis during the season of use as well as of storage and occupies a very small amount of space.

Snowshoes also may be treated with the linseed oil, webbing included, strapped bottom to bottom with blocks at either side between the frames to preserve the upward curve at the toe. When completely dry, a good spar varnish should be used over the whole shoe. The shoe should then be suspended by wire through the toes. Pegs added to the top horizontal support of the rack mentioned above, make a good place from which

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Courtesy The Journal of Health and Physical Education

The Play House as a Part of Play Day

Courtesy "Hygeia"

It is amazing what imagination plus some old crates, boxes and a few accessories can evolve!

By HELEN WESTFALL, M. A.
Director of Physical Education
State Teachers College
Mayville, North Dakota

Play day has come to stay. When planning for it we must remember the needs of the little children.

MANY counties in North Dakota have sponsored play days for rural, consolidated and town elementary schools with programs involving, in most instances, activities in music, dramatics and athletics for grades four to eight inclusive. Parents, adults, pre-school children, boys and girls up to the fourth grade, have in the past not been considered in the plans for the day. Consequently, many are completely fatigued before the day is over and leave early with dubious impressions as to the value of the repetition of "such a performance."

To meet this problem the "Play House" has been created as a means of providing activity for the pre-school children and boys and girls up to the fourth grade. The experiment was conducted last May as a part of the Traill County Play Day in Mayville, North Dakota. The model rural school building located east of the college gymnasium was selected because of its accessibility, and was made over into a fantastic play house. Temporary, artificial partitions marked the room into four divisions. Every room had girls supervising activities at all times of the day, and one leader was in general charge of the whole house, serving in the capacity of hostess.

Number one, the large play room, had a collection of colored Indian pictures, a wide variety of stuffed birds native to North Dakota, ABC blocks, Lincoln Logs, dolls and doll beds, small toys, blackboards, chalk and erasers. A story hour was held in this room from eleven to twelve o'clock. Stories and circle games filled the hour brimful of fun for over one hundred small boys and girls. The success of this project was evidenced by the request for more stories in the afternoon.

Number two, the construction room, with many windows but smaller than the play room, was equipped with a long table, boards from apple and peach boxes, empty thread spools, hammers, nails, coping saws, glue and paint. This was the busiest place of all. Small boys and girls made door stops in the likeness of dogs and cats, bird houses, tables and chairs for dolls, doll beds and perambulating toy dogs. The bird houses, completed, gave the makers the greatest opportunity for expression of joy and pride.

Number three, the rest room, with windows for light and ventilation, was furnished with two cots, pillows and homemade dogs and cats. Several small babies were able to sleep and rest during the day. One first aid case was brought in and cared for very efficiently. Many mothers were relieved and made happier because of this room.

(Continued on page 548)

Standards for a Recreation System in a Community of 100,000

Compiled by
GEORGE D. BUTLER
National Recreation Association

A few of the standards which some cities have practically achieved.

WHILE it is impossible to set up recreation standards which may be arbitrarily applied to every city of a particular population group, it can fairly be said that in every community there should be provided safe places for little children under school age to play. This provision has not been widely accepted as a public responsibility, but is borne to a large extent by private land owners. In cities in which all the private yards are adequate, further public provision is not necessary. In parts of cities where population is congested, the utilization of all possible areas such as interior block playgrounds, roof playgrounds, nearby vacant lot playgrounds and special areas reserved for young children, in playgrounds and other public open spaces, is highly desirable. Little children cannot be expected to go very far. Indeed, their mothers are scarcely likely to let them go out of sight unless under the chaperonage of an older brother or sister or someone else. Facilities for these pre-school children, therefore, must be nearby and must be reached without crossing a busy thoroughfare.

Courtesy "Hygeia"

Safe places should be provided where children under school age may play.

Areas for these children should contain sand boxes, large building blocks, small slide, baby swings, benches and play houses. Toilet facilities and drinking water must be provided except in the case of interior block playgrounds.

Children's Playgrounds

Such a city, too, should have adequate children's playgrounds within at most one-half mile and preferably one-third mile of all children of school age. The best location for such play areas is generally adjacent to or in connection with the elementary schools. Where the schools are too great a distance from one another or where school play areas are inadequate in size, additional playgrounds for children of this age should be provided so that each child may have adequate opportunity for games, sports and other play activities. In congested areas playgrounds will need to be even closer together, probably within one-fourth mile of each home. Three and one-half acres is a minimum size and five acres is better. The standards which Dr. George D. Strayer, Director, Institute of Educational Research, Division of Field Studies, Teachers College, New York, is now enunciating have been attained by a considerable and growing number of cities. According to these standards,

five acres is the minimum size for an elementary school site; ten acres for a junior high school and twenty acres for a senior high school. It is assumed that the building is so located on the site as to make a large percentage of the area available for recreation use.

These playgrounds should be fenced, well drained and well surfaced. They should contain fields with two or three backstops for junior and playground baseball, one or two tennis courts, several games courts, and so far as possible interchangeable areas, for volley ball and basketball, paddle tennis, horseshoes, adequate space for free play, a jumping pit and a straightaway. Apparatus, such as swings, slides, horizontal ladder and travelling rings, is important. A wading pool should be included in the section for younger children. On some playgrounds it may be necessary to provide a section for children of preschool age. Sanitary facilities, drinking water and at least simple shelter with storage facilities, should be provided either in the adjacent school or in an independent building. The general layout should permit the maximum use of the playground by younger children, by older boys and by older girls: the younger children in a separate area preferably near the girls' section; older boys and older girls in separate divisions or with provision for scheduled use of certain facilities and special games area. While intended primarily for children, these playgrounds should be available for use by younger people and adults during the evening and at other special times. The area used for baseball should also be available for football, soccer, field hockey and other sports in a modified form.

Neighborhood Playfields

In addition, there should be neighborhood playfields of ten acres or more within at the most a mile of all homes in the community. These areas are primarily for the recreational use of young people and adults, although they may also provide some facilities for children. Many of these areas will be at or adjoining junior and senior high school sites, but if the latter are inadequate and not properly situated, additional areas will need to be acquired. Every junior high school should have such a play area and senior high schools should have larger areas of at least twenty acres. Of course, all these areas should be available for community as well as school use.

They should be well drained and surfaced and should contain facilities for games and sports; probably two major baseball fields with several auxiliary diamonds for junior and midget ball, ten to fifteen tennis courts and provision for other games such as handball, bowling on the green, croquet, roque, etc. Some of them might contain permanent layouts for track and field athletics. Sections of these fields should be set aside exclusively for the use of women and girls and equipped for soccer, field hockey, playground baseball and other games. Where needed, they should provide a neighborhood playground of the type mentioned above. Sanitary facilities, drinking water, locker, bathing and dressing facilities should be available either in an adjacent school or in an independent field house with rooms also for director, supplies and storage of equipment.

One or two of the larger areas, probably adjacent to senior high schools in the city, should be equipped for use as standard athletic fields, with seats for spectators, with dressing rooms, locker, shower bath and toilet facilities, and properly fenced in so that admission charges may be made when desired.

All these recreation areas should be beautified.

Other Areas and Facilities

A city of 100,000 people should probably have about twenty other areas suitably distributed so as to be easily accessible to various parts of the city and totalling with the active play areas at least 1,000 acres. Of these areas most of which would be landscape parks, probably ten or fifteen might be from three to twenty-five acres in size; two or three of them from twenty-five to one hundred acres, and two of them larger than one hundred

It is difficult to set up in the abstract standards for a satisfactory recreation system for a city of, say, 100,000. So many of the factors are variable. Congestion, characteristics of the people, recreational habits, financial status and topography, all have their bearing. Moreover minimum standards are all too likely to become fixed and accepted as maximum standards. There is fairly general agreement, however, that there should be at least one acre of park and recreation space within the city for each 100 of the population, and that certain types of areas should be provided. An attempt is made here to strike the balance between the too ideal and the too easily attainable.

acres. One of the larger parks might well be developed as a public golf course. While some of these parks should be designed primarily for breathing spaces and quiet recreation, others should provide facilities for horseshoe pitching, tennis, archery, picnicking, bowling on the green, boating, bathing, croquet and other activities. In case of need a children's playground might be laid out in several of them. The total area devoted to active recreation use should equal from 30 to 40 per cent of the total open space, or from 300 to 400 acres in a city of 100,000.

Courtesy Michigan Journal of Physical Education

School buildings and grounds should provide opportunities for recreational activities of many varieties.

Unless state, county, or national parks or forests are readily accessible from the city, there should probably be also a large extra-urban park of the reservation type for hiking, picnicking, nature study and similar activities.

There should be opportunity for swimming and if suitable water areas such as beaches are not available, artificial pools should be built. Indoor swimming pools in the junior and senior high schools should provide swimming all the year round. Wherever possible water facilities should be available for all kinds of boating activities and in suitable climates there should be well distributed opportunities for skating and other outdoor activities in the winter time.

All school buildings should afford recreation facilities which are suitable and made available for community use. Except for small schools, which should have a playroom, every elementary school should have either an auditorium with stage and a gymnasium, or a combined gymnasium and auditorium. Each high school should have two gymnasiums, an indoor swimming pool, auditorium with stage facilities and club rooms. In neighborhoods where schools cannot be readily made to provide comfortable and convenient facilities for recreational activities, special community recreation buildings may be necessary.

There should be available for the enjoyment of children and adults well distributed library facilities, and art and nature museums; botanical gardens, zoological gardens if possible.

Leadership

Every such city should have a superintendent of recreation and an assistant, both well trained and of high character. One of these should be a man, the other a woman. The superintendent should receive not less than $3,600 and an assistant not less than $2,500 a year. There should be special workers available, either on a full-time year-round basis or giving service equivalent to the full-time service of two workers, paid not less than $2,100 each per year serving as directors or supervisors of several or all of the following: athletics, handcraft, musical activities, dramatic activities, social recreation, nature activities including camping and hiking.

Each playground should be usable under leadership every day in the year in which outdoor play is practicable, after school hours and until dark. It is desirable to have at least certain of the grounds and facilities lighted for evening play. In general, there should be at least two directors for each playground, one man and one woman, with additional assistance as necessary on the larger grounds or for special activities. Each school building should be available as a community center in accordance with demand, with a director in charge of each center, with such specialized assistance as is necessary to provide leadership in the various activities desired by the neighborhood.

Activities

The play and leisure time interests of people are so numerous that it is almost impossible to list a suitable program of activities. In general,

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Radio Calls As a Delinquency Index

By JOHN C. HENDERSON
Supervisor of Playground and Community Center Activities
Los Angeles, California

A study which shows how playgrounds help to prevent juvenile delinquency.

"CALLING CAR 154W; boys playing with traffic signals at Adams and Hoover. Calling car 22; boys breaking windows of vacant house. Calling car 41W; boys stealing gasoline from parked automobiles. Calling car 67; boys playing ball on the street disturbing neighbors."

Anyone who has listened to the police broadcast in any city finds that a number of calls concern juveniles. The Los Angeles Playground and Recreation Department, assisted by the University of Southern California, has recently completed a study of radio car calls for six months. The Los Angeles Police Department radio station KGPL handles from 12,000 to 15,000 calls per month, of which from 2½% to 5% concern juveniles. In approximately two-thirds of the cases the boys have been merely playing at some place where it was annoying to adults. The remaining one-third of the calls report violations of various ordinances. In general, motor offenses bring the largest number of complaints. This includes tampering with cars, noisy operation, reckless driving, etc. Trespassing on, or destroying property comes next, and playing with guns third. In Los Angeles thefts are the basis of only about 3% to 5% of the juvenile calls. When the police arrive at the scene, in 20% to 25% of the juvenile cases they find the guilty parties are gone. When the boys are found the usual procedure is to warn them. Juvenile arrests are made in only 3% to 4% of the cases.

Influence of Playgrounds

In general the greater number of calls originate from areas with no playground service, or with inadequate playground service. The area which has had the largest number of calls in the six months' period has no playground service whatever. The area with the second largest number of calls has a playground in the extreme northeast corner. The district is cut in two by a range of hills. There are very few calls on the side of the hills on which the playground is located, practically all of them originating in the area not accessible to the playground. The third highest district has two playgrounds and has always been one of the chief delinquency areas. The fourth highest district has one playground, but the district is a large one and the service is not adequate. The fifth district is also in the high delinquency area and has but one small playground.

"Facts about Juvenile Delinquency" is the title of a pamphlet recently published by the Children's Bureau. Its purpose is "to present, in easily available form, something of the newer philosophy in regard to the whole problem of delinquency which has grown out of the studies and findings of the Delinquency Committee of the White House Conference on Child Health and Protection." Copies of the Bulletin (Publication No. 15) may be secured from the Government Printing Office, Washington. Price; 10 cents.

On Hallowe'en

An interesting connection between radio calls and recreation work was discovered on Hallowe'en. On this date 102,000 persons attended Hallowe'en observances at forty-eight playgrounds. In the entire

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Girls' Week—

A Challenge

Activities for girls are fortunately increasing, and their needs and interests are coming more to the fore. Camping is always popular.

By MADEL MADDEN

Supervisor Community Activities
Cincinnati Recreation Commission.

"OH, please don't ask me to help with girls! I don't know enough about girls' work, and I am not very interested. I'll be glad to do anything I can in connection with "Boys' Week" because working with boys is fun and intrigues me, but I can't get very enthusiastic about girls' work."

This, or something similar, was the reply we received from approximately thirty-two women from a list of fifty prominent citizens requested to serve on the Advisory Council for Cincinnati's first "Girls' Week" celebration three years ago. Today, however, tells a different tale. More than two hundred women volunteered active service in connection with the third annual Girls' Week celebration held recently. The difference in the attitude of women at this time and three years ago bears testimony to the earnest efforts of the original committee to educate women in the city to a realization of the needs of girls. It was discovered that boys had their week, hobby fair, boy and dog parade, hare and hound chase, egg hunt, kite flying contest, sail boat and airplane contests, marble, checker, football, basketball and baseball tournaments, track and field meets, and many other interesting events. Girls, however, except in a few scattered instances, had only the activities conducted by private organizations.

The object of Girls' Week as stated in the original announcement is: "To concentrate attention of the people of the city on the various activities of girls; to point out to the citizens how it is possible for them to make the lives of girls bigger, finer and more useful, and to demonstrate to the girls how it is possible to lead these finer, more interesting and more useful lives."

The Program

Much thought and effort were given to the set-up of the week, with the result that each day was designated to some particular interest of girls as follows:

Monday—The Girl and Her Health
Tuesday—The Girl and Her Work
Wednesday—The Girl and Her City
Thursday—The Girl and Her Home
Friday—The Girl and Her Recreation
Saturday—The Girl and Her Mother
Sunday—The Girl and Her Church

"The Girl and Her Health" committee secured the cooperation of the Women's Medical Association and other interested physicians in conducting physical examinations for girls in the high schools. Girls who had undergone complete physical examination during the year were awarded buttons. Posture contests were held in each high school. Two girls were selected to represent each high school for the final posture contest which was most popular with the girls and received a

Courtesy Board of Recreation, East Orange, N. J.

And there are the playground games for which recreation departments are providing facilities.

great deal of attention from the public generally. The winner of the city-wide contest was awarded a ribbon by the Mayor at the opening of the Hobby Fair.

Health convocations were held in each high school on Monday morning. In the corridor of the school was displayed "The American Girl's Beauty Products," a vanity table, decorated by the girls themselves, with the usual beauty pre-preparation containers. But instead of lipstick, there was a tomato or other vegetable; carrots usurped the place of rouge; there was milk instead of lotion, and other health foods filled the powder, cold cream, and astringent jars.

"The Girl and Her Work" committee sent to all high school girls and eighth grade girls bulletins containing reference material on vocations, giving the educational requirements, salary schedules and other information regarding the various business and professional positions open to women. Speakers on vocational guidance appeared before school groups when requested. The Business and Professional Women's Club assisted in sponsoring this activity.

Wednesday was devoted to *"The Girl and Her City,"* and was called "Civic Responsibility Day." Approximately four hundred girls from ninety-six schools, public and parochial, were given the opportunity of meeting and working with the various civic and governmental officials on this day. All important civic and governmental positions were filled by girls.

The Girls' Hobby Fair, one of the most spectacular features of Girls' Week, was conducted by *"The Girl and Her Home"* committee. The Hobby Fair is an exhibition of the hobbies of girls. The Union Central Life Insurance Company donated the use of the first floor of its new building to house the exhibit. People who viewed the display were amazed at the remarkable work done by young girls. The exhibit included embroidery, art work, tie and dye, original music compositions, poetry, short stories, photography, dolls, collections, flowers, lamps, sewing, and all sorts of special exhibits. In addition, there were tasty pies, cakes, candies, and many other delicacies.

There were 2,275 individual entries and the display was viewed by 7,450 people, according to the calculating machine stationed at the entrance. The interest shown by girls is more remarkable when it is considered that ribbons were the only awards made, except for the school receiving the largest number of points, which was presented with a silver cup.

The chairman of the Hobby Fair, in urging women's clubs to assist as hostesses and guides, asserted that hobbies aid in the social achievement of girls:

a. By stimulating the feeling of individual achievement.

b. By bringing together groups interested in the same type of activity, so that lasting friendships often blossom out of such things as stamp collections.

c. By compensating for thwarted ambition in providing activities to a person who might otherwise have no outside interests.

Courtesy Department of Recreation, South Bend, Ind.

Volley ball is one of the out-of-door games which has found greatest favor.

d. By providing an escape from mechanical routine.

e. By setting up a criterion of good work at which to aim.

Friday was devoted to *"The Girl and Her Recreation."* Two play days for high school girls were conducted with an attendance of approximately five hundred girls. A supper and play night for industrial girls was held on Friday night.

On Saturday *"The Girl and Her Mother"* committee sponsored a Mother and Daughter luncheon, with an attendance of 670 mothers and daughters. Unmarried women, and married women having no daughters of their own, were urged to adopt for this one occasion girls living in the orphanages and other institutions. In this way fifty institution children were enabled to attend the luncheon. One of the Girls' High School bands provided music during the meal, and the Mayor's wife gave a short inspirational talk. Toasts were read "To Our Mothers" and "To Our Daughters' and an hour's entertainment program by the girls themselves followed.

Sunday was devoted to *"The Girl and Her Church."* This committee requested every minister, rabbi and priest in the city to devote his sermon to some subject connected with the problems of girls.

Making Girls' Week Significant

Girls' Week is sponsored by the Public Recreation Commission in cooperation with all the public and private organizations in the city interested in the welfare of girls. It is financed exclusively by women and women's organizations. While many women considered the activities of Girls' Week sufficient justification for the effort and energy expended, the General Committee feels Girls' Week is worthwhile only in so far as the activities of the week have a carry-over value in the lives of the girls. They assert the activities of Girls' Week should be the climax of a year's work in the interest of girls. The Health examination, they feel, while important, is not accomplishing much unless it impresses upon the girl the necessity for constant health safeguards. The comparatively little knowledge acquired on Civic Responsibility Day is not a sufficient justification for the time and effort expended unless the girls can be given a general idea of the complex problems in government, and an appreciation of the efforts of the heads of various departments in trying to manage the departments efficiently and economically. As one of the girls, who was assigned to the Traffic Department said, "After sitting at the traffic sergeant's desk today, listening to the many complaint's coming in from all over the city, watching him trying to correct every complaint as speedily as possible, I think I have received a picture of the city as a whole and in the future when anything goes wrong in our neighborhood or on our street, I will remember we are just a very small part, and instead of complaining I will try to help." The sponsors also tried to awaken in the girls the idea that every citizen is responsible for the good government of the city and efficiency or inefficiency in government depends, in the last analysis, on the watchfulness or indifference of the individual voter.

Perhaps the most encouraging factor in connection with the Girls' Week Committee is that the committee is critical of its own work. At the first meeting after the Girls' Week celebration, the entire time was given to criticisms and suggestions for next year. Among other things it was decided that no committee chairman shall be permitted to serve for more than two consecutive years, in order that the work may benefit by new personalities, with new ideas. One valuable suggestion was that since Girls' Week is designed primarily to benefit girls, the committee appoint girls from the elementary and high schools to serve on the general committee, to be present at all meetings in order that we may know the opinions of the girls concerning the activities we plan to conduct.

A permanent Girls' Week Auxiliary, with a membership fee of $1.00 a year, is now being formed for the two-fold purpose of assuring financial support and a continuing interested body.

Many other activities may be introduced into a Girl's Week program, such as a drama contest, a music day or festival, a girls' club rally or demonstration, a home play night, and a charm school with a course of lecture demonstrations in the art of sitting, standing and walking correctly, in personality development and good taste in clothes. The cooperation of the local library may be secured in the selection of a list of books for girls which may be printed in the local papers.

A banquet for mothers and daughters is usually a popular feature of the week. The Community Drama Service of the N. R. A. has issued a bulletin, "Good Times for Mother's Day," which has suggestions for a banquet, an amusing play, and lists of poems, plays and songs. Price $.25.

Recreation Activities for Girls

Courtesy Board of Recreation Commissioners, East Orange, N. J.

Old-time games are giving girls new interest in the playground program.

Are cities doing adequate planning for the recreation of girls? A few communities report their activities.

York, Pennsylvania, has a girls' sports club fostered by the Recreation Commission which is open to any girl or woman over fourteen years of age and which is intended primarily for the employed girls. Meetings are held twice a month. A point system has been worked out under which points are awarded for attendance at club meetings, for participation in one organized activity for the season, for organizing or directing an activity of at least one month, such as a new club, a handcraft class or street play, and for knowing how to play basketball, tennis, volley ball, baseball and golf and for proficiency in skating and bicycling. Points are also awarded for swimming, hiking, playing in tourneys and meets and for nature lore. On receiving 500 points members may wear the emblem of the club which is presented and paid for by the club. This emblem, which is six inches in diameter, may be worn on sweaters and swimming suits. Each girl is asked to keep an accurate count of her activities, and at the second meeting of each month the points are credited on the club records.

A Varied Program

During the past year the Recreation Department of Oakland, California, has made a special effort to meet the needs of girls. Six play days have been held instead of four as in preceding years, and a number of clubs for older girls have been formed, several of them cooking clubs. Each girl brings her own materials and with the help of the supervisor works out recipes. The group usually prepares a luncheon which they serve in the field house. The correct way of setting a table, the duties of a hostess and table etiquette are learned as they sample their own cooking.

An interesting development has been the increased responsibility assumed by older girls on the playground. This takes the form of assisting the leader with planning the weekly program and conducting activities for younger children, such as the story hour, dramatics and handcraft. In handcraft the trend last year was more than ever toward the making of useful articles. Patchwork quilts, pot holders, hot dish mats, purses and beach sandals were among the most popular articles. Toys have been made for younger brothers and sisters, and book ends and door stops for older members of the family. Frequently the handcraft group has made checker boards, ping pong sets and tennis paddles for use on the playground. The setting aside of a certain day each week as Girls' Day has greatly increased interest in girls' activities. On this day there have been such special events as a doll show, jack tournament, hike and swimming party.

A Training Course in Leadership

Tuesday and Thursday evenings from October 4th to the 20th were devoted by the Department of Playground and Recreation of Los Angeles to its third fall training course in girls' leadership. Experienced leaders in many fields discussed the leaders' responsibility to the girl in the field of health and personal hygiene, home problems, mental attitudes, vocational guidance and leisure time activities. Each evening immediately following the opening lecture, technical instruction was given in handcraft, dramatics, storytelling, and

(Continued on page 549)

Notes on Regional Planning, Government and Administration in Metropolitan Areas

The Washington Square College, the Law School and the School of Commerce and Accounts of New York University, cooperatively arranged for a conference held October 18-19, the purpose of which was to bring together those experienced in city and regional planning, public government and public law, to consider the development and administration of planning on a regional basis in metropolitan areas of the country. Park and recreation workers will be interested in seeing a report of this conference because of the ready acceptance given parks and recreation as normal and essential factors in planning and providing public service.

In discussing the problem of housing, Clarence Stein, the designer of Radburn, New Jersey, emphasized very strongly the need for neighborhood planning if the housing problem is to be handled at all effectively. He stated that the steady increase of leisure demands an increasing attention to provision of open spaces in connection with all housing developments, whether single family or large apartment house projects, and whether such developments are in the heart of the city or in the outskirts. Mr. Stein believes that proper provisions for open spaces cannot be made unless most of our housing is provided through large scale developments rather than through many small developments or individual building. It is Mr. Stein's judgment that unless real estate operators themselves take radical steps to control properly the subdivision of land, correcting its past and present abuses, it will be absolutely necessary for local governments to take over complete control of all subdividing and development.

The conference devoted a great deal of attention to the discussion of the proper governmental unit for the handling of regional services in metropolitan areas. A number of speakers felt the need for some kind of a new regional government to which will be delegated certain powers by the individual local governments within the region. Professor Wylie Kilpatrick, Managing Editor, *New Jersey Municipalities*, felt that there was too much temptation to find one way out of all of the various complex situations in government administration of region problems. He felt very strongly that there has been, and still is, too much loose thinking and talking on consolidation in government. He was particularly concerned with the tendency to recommend larger governmental units controlling larger areas. He stated that in his judgment the case for size in government has not yet been proven. He feels that the approach to the problem should be that of an attempt to determine a unit size for government which would be capable of being an efficient unit for government, regardless of what size the unit should ultimately prove to be. Professor Kilpatrick believes that county government in the United States, if carefully studied and thoroughly reorganized, can be made an efficient unit of government for many services, including parks and recreation.

Alfred Bettman of Cincinnati, a pioneer in the field of city planning and an attorney of long experience, disscussed the legislative aspect of regional government. He effectively outlined the need for planning and experience before any efforts are made to secure legislation to permit the creation of new forms of government. He pointed out the obvious impossibility of drafting proper legislation for this purpose until it was known pretty clearly what the purpose should be.

Charles W. Tooke, Professor of Law at New York University, felt that the problem of governmental control in regional planning should be worked out through compacts or agreements between or among the different local governments concerned. Professor Tooke's recommendation

(Continued on page 550)

World at Play

Courtesy Westchester County Recreation Commission

Many groups such as this hiking club are finding recreation in our national forests.

Recreation in the National Forests

IN the report of the Forester of the U. S. Department of Agriculture for the year ended June 30, 1932, appears the following statement:—"During the year recreational use of the national forests took on an increased economic significance. To many regions it attracted sources of income without which much financial hardship would have been felt. To many unemployed persons it afforded not only enjoyment and health but also opportunity to live inexpensively amidst pleasant surroundings. Many parties occupied national-forest lands for extended periods. As in earlier years, the campers came from practically all the States and Territories. An exact census of visitors is impracticable, but estimates made as in previous years, with every effort to avoid duplication, indicated that during the calendar year 1931 visitors to the national forests numbered 32,108,043, an increase of about 480,400. They included 493,235 special-use permittees and guests, 1,618,510 hotel and resort guests, 2,193,343 campers, 3,765,027 picknickers, and 24,037,428 transient motorists."

Beautifying Our Cities

DURING the coming year the Garden Clubs of Columbus, Georgia, will take as their major project the beautification and adornment of the playground and recreation centers. In cooperation with the Garden Clubs, the Recreation Department is taking responsibility for a city-wide beautification program.

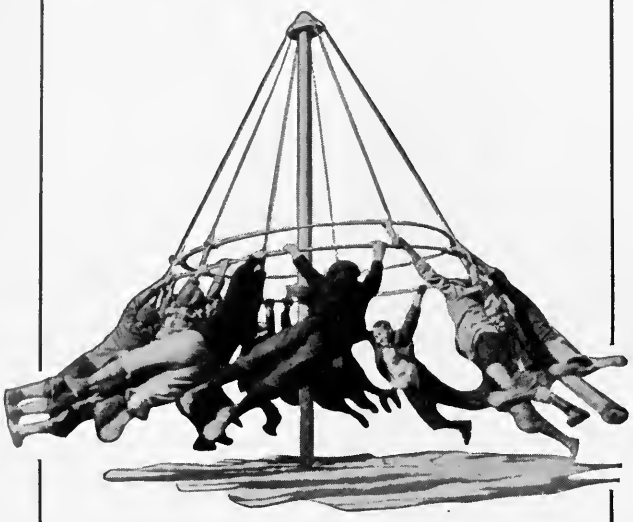
In response to newspaper appeals the Park Recreation Commission of Charlotte, North Carolina, secured four truck loads of very fine shrubbery, bulbs and plants. These plantings were donated by citizens for park beautification.

Winter Sports At The Interstate Park

ENJOYMENT of the forms of outdoor recreation which the 50,000 acres of the New York divisions of the Interstate provide has grown every winter. These activities include skating, skiing, snow shoeing, tobogganing and hiking, together with the activities centering at the park headquarters at Bear Mountain with its indoor rinks, ski jumps and toboggan slides. This winter many organizations are using for week-ends and holiday parties the cabins which they rent from the Commissioners in the Harriman and Bear Mountain sections of the park.

A Memorial Community Building

ANDERSON Memorial Community Building and Playground in San Pedro, California, a recreation center which has been operated under a nominal leasing arrangement of the Los Angeles Playground and Recreation Department, has been presented to the department as a gift by its owner, Mrs. N. O. Anderson. The property, which becomes part of the city-owned recreation system under the terms of Mrs. Anderson's gift, includes eight lots with a total frontage of 455 feet on three streets. The building, which includes a swimming pool, gymnasium



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and club room facilities, was completed by Mrs. Anderson as a memorial to her sons and has been operated as a public play center by the department since 1926. Immediately following acceptance of the gift, improvements to the building and ground totaling several thousand dollars in cost were started by the department.

City Officials Give a Concert—It is all very well to make speeches to raise money, and it may be even better to have a fine concert for such a cause, but what will you say to having the Mayor, the Safety Director, the Director of Recreation, the Fire Chief, the President of the Junior League, the Supervisor of Music in the Public Schools and half a dozen other prominent citizens take part in such a concert by performing together in a "toy symphony"? This is exactly what took place in Cincinnati on a Sunday afternoon in December in order to raise funds for the Mayor's Community Christmas Committee. The Cincinnati Civic Orchestra, which was organized and is maintained by the Public Recreation Commission, gave the major part of the concert; and it is one of the best of all our American symphony orchestras that consist mainly of advanced amateurs. But the playing of Haydn's "Toy Symphony" by the Mayor, his colleagues and other prominent citizens was probably the great event of this occasion. Tickets were distributed without charge, but vigorous appeals for contributions were made either in advance or at the door on the day of the concert.

A New Shelter House in Charlotte, North Carolina—Charlotte is to have an attractive shelter house of stone and log construction. It will provide an open floor approximately 25 by 35

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feet, paved with rock and having heavy slab seats along two sides and across the back to the large open fireplace made of field stone and lined with special firebrick. A set of hand-made andirons have been set into the masonry. Another feature of this fireplace is the raised hearth which has a narrow pit in the center of it which will serve to hold hot coals raked from under the fire when it is being used for weiner roasts or for toasting marshmallows. This hearth is approximately six inches above the floor level of the building and will accommodate many more around the fire than would otherwise be possible. The pit may be covered with a steel cover when not in use.

For Unemployed Men in Glens Falls—One of the most constructive services of the Glens Falls, New York, Recreation Commission during the past year was the renting of a store room as a recreation center for the dozens of men waiting at City Hall for assignments to jobs. With the assistance of interested citizens of business firms the center was equipped with a table, chairs, a piano, games and reading matter and a secretary was employed. Thus there came into being the Workmen's Club. Here an average of ninety men a day spent their leisure hours over a two months' period. On several occasions the club was open evenings for lectures, picture shows and entertainments.

At Pasadena's Center—At the women's center established in Memorial Park, Pasadena, California, the City Employment Bureau for Women has combined with the Block Aid Employment Bureau for Women. Here unemployed girls and women register and are invited to participate in the activities sponsored by a citizens' committee. Among these activities are sewing, lectures on food and demonstrations of household economies. Attached to the center is a recreation supervisor who plans, in cooperation with the citizens' committee, recreation activities of many types, including music, drama and games.

Radio Broadcasts on Recreation—"Recreo," a radio round-up of recreation, is one of the weekly features of radio station KDKA of Pittsburgh. This program is presented at 6:45 P. M. every Saturday by "Bill and Alex" of the Downtown Branch, Y. M. C. A. "Bill" is W. T. Rowe, Director of Physical Education, and "Alex" is T. R. Alexander, a member of the staff. The Saturday night "Recreo" has presented weekly for the past six months games, stunts, swimming and life saving instructions, Camp Fire programs and other suggestions of recreation for schools, churches, young people's organizations, and the home. Listeners from thirty-one different states and seven foreign countries were among the 1,600 who requested Hallowe'en material following one Saturday evening broadcast. Monthly "Recreo" bulletins are mimeographed and mailed to listeners on request. Several complete party programs are included in each evening's broadcast with other miscellaneous suggestions.

Juvenile Delinquency—One of the principal causes of delinquency is lack of individual attention for public school children, was the statement made at the two day conference on social planning for youth held in November in Buffalo. Ten specific suggestions were made concerning the best way to safeguard the children of the depression. One of these related definitely to recreation. "Use recreational agencies to the fullest extent in removing causes of juvenile delinquency."

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Washington's Parks—In the Annual Report of the Director of Public Buildings and Public Parks of the National Capital the following recreation facilities are listed for the principal parks and reservations under the jurisdiction of the Office of Public Buildings and Parks: Archery greens, 6; ahtletic fields, 2; band concerts, 47; baseball diamonds, 27; basketball courts, 2; bathing pools, 3; boating, 2; cricket field, 1; croquet courts, 9; field hockey, 3; fishing, 4; football fields, 13; golf courses (9-hole), 9; horseshoe courts, 11; picnic groves, 18; polo fields, 2; sand boxes, 23; soccer fields, 2; tennis courts, 77; tourist camp, 1; volleyball courts, 2.

Improvements In Interstate Park Through Relief Labor—One thousand men from New York City, including many white collar workers who are now on the list of the Emergency Work and Relief Administration, are employed in various sections of the Palisades Interstate Park in Rockland and Orange Counties, New York, and will continue to be employed with wages sufficient to keep themselves and their families through the winter. In addition, unemployed men from Rockland County and from the City of Newburgh will also be given work. This has been made possible by an allocation of $268,500 from the funds appropriated by the New York Legislature last winter for the use of the temporary emergency relief administration. The New York Central Railroad is cooperating by providing special trains on its West Shore division to the sections of the park where the work is to be done. Park trucks meet the trains and take the men to the centers of work. A great variety of work will be done for the permanent improvement of the park as a playground for the people of New York and New Jersey. One of the projects is the development of four quarry floors for picnic and play uses. A number of roads will be built and extensive forestry work will be done.

City Playgrounds Use County Park—During the past summer nine all-day picnics were conducted by the Newark, New Jersey, Recreation Department in the mountain reservation of the Essex County Park Commission. On each outing there were children from four or five playgrounds accompanied by playground leaders. The children met at 9:30 in the morning at their own playground with their lunches. Each paid 15 cents for the round trip bus fare to the reservation. The day was spent in playing games of all kinds, usually organized by the children themselves, and hiking, dancing and simple handcraft. It was a period of free play for the children and the playground leaders. The picnics were very popular and will be continued next year.

A New Park for Berlin—Berlin's newest park known as "Rehberge Park," one of the largest and most beautiful in the city, covers an area of almost 300 acres and includes the Plotzen Lake on the shore of which a bathing beach has been established. The increasing popularity of all kinds of sports has led to the creation in the park of numerous athletic fields and the construction of a club house and adequate dressing rooms. The Plotzen Lake, with an area of about 20 acres, is used for aquatic sports. A number of promenades have been laid out, and flowers and well kept turf are everywhere.

A Municipal Yacht Association—The Municipal Yacht Association of Los Angeles, California, became a reality under the leadership of the Playground and Recreation Department when the Hollywood Yacht Club, the first member unit of the association, was organized. The new asso-

ciation includes more than eighty boat owners sailing the smaller type of craft. The organization will provide racing competition for small sailboats and stimulate general interest in yachting. It will bring, it is hoped, the sport of yachting within the reach of the man of moderate means.

New Community Center Established—Shaker Heights, Ohio, a community of approximately 18,000 people, has established in the high school building a winter recreation program for adults. A recreation council is in charge of the program which is being conducted as an experiment. The center was opened on October 26th, and for eight weeks will be operated on a no charge basis, the instructors from the school faculty volunteering their services and the Board of Education furnishing facilities without charge. After January 1st it is planned to charge enough to cover the cost of instruction. Activities include bridge, swimming, Badminton, gymnasium classes, sewing, industrial hobbies and basketball.

The building is roofed with hand-made shingles or boards dipped in creosote. Plans have been developed for a rustic fence made of logs and stones at the end of the new fill in front of the shelter house. Construction has been started on a storage shed made of logs which will be approximately 10 by 11 feet and which will house tools, supplies and wood.

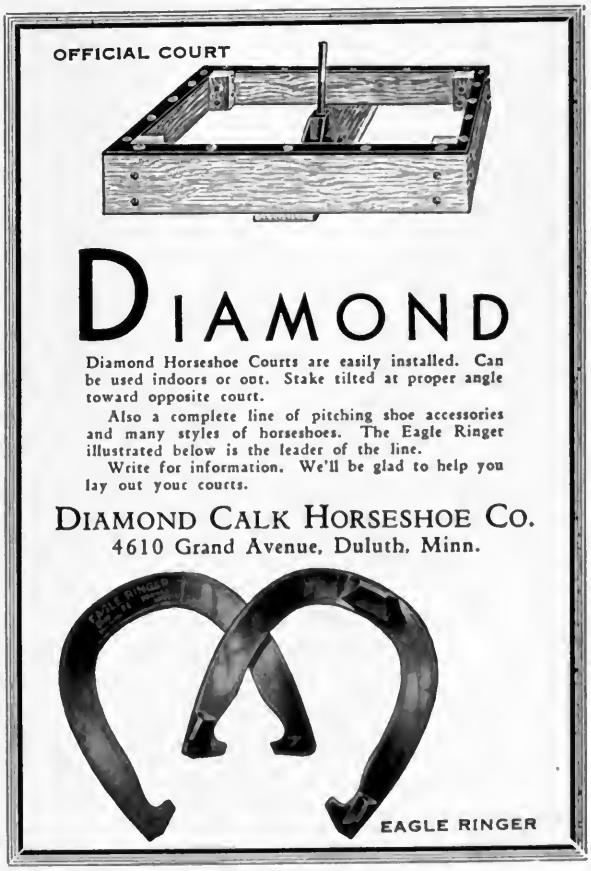
A Park Center for the Unemployed—At Weissner Park in Fort Wayne, Indiana, the Board of Park Commissioners last year provided a social center for unemployed men in a large room beneath the band stand building, formerly used for storage. At a cost of a few hundred dollars the floor of the room was cemented, the walls painted, tables and benches provided, the premises wired for electric lights, a stove installed for heating, and in a smaller room a toilet and lavatory were installed. During the fall and winter months the room was filled with unemployed men reading, playing cards and talking. The visitors have cared for the premises and have maintained perfect order.

Insurance Against Crime

(Continued from page 510)

more in that respect than any other large city in the United States. The problem is not confined to Richmond or to any specific community. It is one in which the people of this country as a whole are interested. The campaign for law enforcement can only report conditions as they exist. No committee, no commission, however powerful or sagacious, can successfully cope with the problem of enforcement unless the boy or girl is early taught respect for law and authority. There can be no real achievement unless our younger men and women develop the character training necessary for good citizenship.

The policy that I have to sell you refers to future citizenship. It insures an active, healthy environment for every boy and girl; it assures good use of leisure time; it provides sympathetic guidance in the choice of vocation; it creates friendships that arouse creative rather than destructive instincts; it makes for the right kind of group formations; it combines the influences of the home and church and school toward decent living and constructive citizenship.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SCULL ON BACK, INHALE; LIFT ONE LEG TO VERTICAL POSITION TOE POINTED. SCULL PALMS TURNED UP, KEEP MOVING FORWARD AND SLOWLY SUBMERGE. PROGRESS SEVERAL YARDS UNDERWATER, FACE UP; THEN SCULL PALMS DOWN, RISE SLOWLY, LEG FIRST AS PERISCOPE ON SUBMARINE.

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Mabel E. Macomber

On January 15th Mabel E. Macomber, a pioneer of the playground movement, died in New York City. In 1903 Miss Macomber took charge of a small playground in Brooklyn sponsored by the Children's Aid Society. With this venture began her interest in playgrounds which lasted throughout her life. A few years later she organized the City Playground League of New York, serving as its president from 1908 to 1927. From 1923 to 1927 she was chairman of the Rusurban Play Park Committee in Brooklyn. She also served on many other committees working to secure for children opportunities for play. As probation officer during the latter part of her life, Miss Macomber advocated playgrounds as one of the most effective means of combating juvenile delinquency.

The results of Miss Macomber's long experience in pioneering work, as well as her convictions on the value of playgrounds and the best ways of administering them, are incorporated in a book, *Playground Mystery Boxes,* which was published in 1927.

Sky Hooks

(Continued from page 516)

These officials know that every normal boy between the ages of eight and eleven is a Tarzan at heart in this year of grace, 1933, so here he may try out the role in a specially equipped Tarzan jungle, rope vines, trees to climb and all. They know, too, that every boy and girl under twelve years of age longs to test their daring in getting lost, hence the magic woods maze. And they realize that the thing the boy's dog and rabbit stand for in the development of his emotional life is almost as deep and instinctive a part of him as are hunger and thirst; so here he may see how baby lambs and calves and ponies are fed and cared for on a miniature farm, and perhaps even he may ride the ponies.

Then, lastly, because these same wise people know that "going places and seeing sights" is a thing that actually feeds the cockles of one's heart, whether he be eight years old or eighty, they have planned some extensive "travelling." There will be a miniature railway—Alice probably would say that I should have put this in the story long ago—a railway brave in paint, and panting with pent-up energy to be off, that one may mount and ride all around Enchanted Island.

Whether one rides freight or pullman, one catches breath-taking glimpses of story book heroes and animals that only Aladdin's jinn could ever have conjured up; one may even roar through tunnels that miraculously have become scenes from famous scenic spots in America. And, if one doesn't like trains, there will be tiny boats on a tiny stream that will carry one as lightly as any swan past isles of delight.

No doubt, a few months from now, when a sleepy, contented Alice snuggles up to her father as they drive leisurely home to Indiana or Maine or Colorado, she will whisper to him:

"Daddy, why is it called a Century of Progress?"

And her father will probably answer:

"Because it shows us grown-ups what a hundred years have done to science and art and business and education."

"But Enchanted Island ——"

"Shows us what a hundred years have done to play." Then Alice's father will look very thoughtful. "Sky hooks! All sorts of ideas of ours scrapped with those columns that shut out the view and take up space. Honest, unafraid things, like the steel supports; inside of things on the outside."

And probably Alice will merely murmur:

"Then the White Rabbit was right after all."

Musical Games and Informal Dances

(Continued from page 519)

grasp the string with his left hand. Instruct everybody to face right and follow the leader in a spiral march. After the spiral is unwound, the director compliments the guests upon their ability to follow a leader perfectly. He tells them further that the next march will be slightly different and he guarantees that it will be a success, if every marcher maintains his hold on the string. (Cannot be done.)

The leader winds the spiral in the usual manner, but, what a different way of unwinding it! Instead of reversing his steps he ducks under the string in various places, making it impossible for the others to follow him. He continues in this manner calling constantly, "Hold on to your string!" In less than a half-minute the players will have strung themselves together in a confused and compact mass.

Notes for Leader. It will be very easy for all players to extricate themselves if the leader will instruct every one to place his string on the floor.

In another variation of this march, thread is substituted for string, and the players are instructed to hold onto the thread and, when the signal is given, rush for chairs. To assure a grand "break-up" announce that there are a few less chairs than the number of players, and those who fail to get one will be "Its" for the next game.

Purchasing Points of Winter Sports Equipment

(Continued from page 530)

to suspend snowshoes either temporarily or during the seasons of use and during the storage period.

Both skis and snowshoes should be stored in a place which is not subject to frequent changes of temperature, such as an unheated basement room. Rats sometimes do a great deal of damage to winter sports equipment especially to straps and webbing. Ski poles should always be hung by the straps during both the seasons of use and of storage. Linseed oil may also be used on ski poles and toboggans—much cracking and breaking due to dryness thus being averted. Varnishing of the surface of a toboggan is also recommended.

Journal of Physical Education

Write for the February issue if you would know:

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The chief source of deterioration of winter sports equipment against which to guard is the action of the air in drying out equipment, plus damage done by frequent changes in temperature.

The Play House as a Part of Play Day

(Continued from page 531)

Number four, the children's library or reading room, was attractively decorated with tables, chairs and bookcases made from peach boxes painted green and orange. The chairs were cushioned with cretonne in keeping with the color scheme. Picture books, made by the children of the first grade of the Mayville city schools, and story books loaned by different members of the community, were the main features of this room.

From eight o'clock in the morning until after five o'clock in the afternoon the play house was alive with children. An accurate check on attendance was not taken, but by counting every child that entered and took part in some activity in the house, it was found that from one hundred to over three hundred children were accommodated every hour during the time that the house was open.

The New

CAMPING

Magazine

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CAMP DIRECTORS' ASSOCIATION OF AMERICA

551 FIFTH AVENUE

NEW YORK CITY

The play house had a twofold value in offering helpful suggestions to teachers for their school programs, and in meeting an outstanding need in the play day program.

Standards for a Recreation System in a Community of 100,000

(Continued from page 534)

the program should provide opportunity for satisfaction of the major interests of the entire population—games, sports, musical opportunities, dramatic opportunities, social, cultural, literary and scientific opportunities—in their various forms and degrees. In general, the Recreation Department should stand willing to provide inexpensive facilities and leadership for any desired and worthwhile leisure time activities for which there is a demand from a reasonably large number of people —say, a minimum of fifty—and should provide opportunity for training of volunteer leadership in various recreation activities. It should also be prepared to assist community groups in picnics particularly by loaning equipment and helping in the planning of programs.

To provide a service of this kind a city should probably have available a budget of $75,000 for the active leadership of a program covering the whole city, exclusive of the cost and maintenance of park and recreational areas and facilities. The total current expenditures for operating and maintaining areas and facilities and for providing recreation leadership and service should probably be three dollars per capita per annum, or $300,000.

There must, of course, be an administrative group charged with the responsibility of developing and administering the recreational program. Such administrative machinery should be able to use, so far as is consistent with other use, all public and private facilities offering recreation possibilities, should direct the program, secure high grade personnel, secure and administer budgets and be constantly alert to enlarge the service both through acquisition and use of additional facilities in accordance with the city plan and through the development of the program of activities. It is believed that, other conditions being equal, the best results can be obtained when the recreation program is administered by a recreation board or committee composed of individuals keenly interested in community recreation and serving without pay.

> > > Our Decision Is < < <

1. What dimensions are desirable for handball?

   A. The standard dimensions for a one-wall handball court are:

Height of wall	16 feet
Width of wall	20 feet
Width of court	20 feet
Length of court	34 feet

2. Must the server stand outside of court when serving?

   A. The service marking line is drawn in nine feet back of the short line. The server must stand between the short line and the service line before starting his service, and must not step over the short line or outside of the side lines while serving.

3. When the ball, on the way to the wall, hits an opponent, does he lose the point?

   A. No—the ball is considered dead and is replayed without penalty to either side.

4. Can a ball be hit on the "fly"—(before it touches the floor)?

   A. Yes.

5. If the ball hits a player on the way back from the wall, who scores the point?

   A. A point is given to the opponent of the person hit by the ball on the way back from the wall.

6. Is the tennis plan of scoring generally used in handball?

   A. No—the plan of scoring is similar to that used in volley ball. A person scores only when he has started to serve on the play in which the opponent fails to make a legal return.

7. How do you determine a "hinder"—(a play in which the opponent prevents you from getting a fair chance to return the ball?)

   A. If a player after striking the ball remains perfectly still and by so doing "hides" the ball or prevents his opponent from securing a clear return, it is a legitimate play and is not a "block" or "hinder". If a player crosses in front of the ball obstructing opponent's view and play of the ball, it constitutes a "hinder".

8. What constitutes a fair service?

   A. A service ball to be considered good must strike over the short-line. A service ball striking the short-line is considered a short ball. If, however, the service ball strikes the side-lines or the long-line, it is considered a good ball. With the exception of the short-line, all line balls are considered good.

Notes on Regional Planning, Government and Administration in Metropolitan Areas

(Continued from page 540)

was similar to that which is provided for recreation development in many states enabling acts which permit cities, towns, counties and school boards to cooperate or generally administer recreation programs.

An extremely interesting feature of this meeting was the almost casual reference to recreation on the part of engineers to recreation and the need for increased consideration of the recreational needs of a region, in view of the increasing amount of leisure. It is indicative of the extent to which the problem of the recreational use of leisure is receiving greater consideration, that an hydraulic engineer should refer to the fact that in regional planning the most effective plan for the use of water supply must consider the recreational needs of the region as well as the needs for drinking and sanitary disposal purposes; also that an engineer who has been devoting all of his time to the study of sewage problems and the planning of sewage disposal systems should refer to the consideration of the recreational needs of water areas when planning sewage disposal.

The conference reflected an increasing tendency to believe that a panacea for all administrative difficulties in public service can be solved through larger political units. There may be serious danger ahead if careful thought is not given to the disadvantages of size in political units, as well as to the advantages of control of larger areas which can be more readily secured with only one governmental unit to deal with. The loss in removing government still further from its citizenship may more than offset the advantages to planning.

Radio Calls As a Delinquency Index

(Continued from page 535)

city of Los Angeles there were only 147 complaints on Hallowe'en. In the three districts which had the most complaints there was no playground service whatever. In twenty-four districts in which playgrounds were located there were no complaints at all. In thirteen additional districts with playground service there was only one complaint per district. In two districts with playground service there were two complaints each. In five districts, three complaints each; in two districts five complaints each, and in one district seven complaints. This last district was the one referred to above, where the playground is cut off from half of the district by a range of hills. The entire east side area, which is usually considered to be the delinquency area in Los Angeles, reported only three complaints during the evening.

Recreation Activities for Girls

(Continued from page 539)

the planning of recreation programs. A feature of the training course was a series of five lectures on the development of charm through good taste in dress, grace and rhythm, beauty in the home, social poise and cultural pursuits. A charge of fifty cents was made for the entire course, twenty-five cents for a single session.

A Special Committee Helps

The girls of Lancaster, Pennsylvania, will receive special attention under a plan involving the organization of a committee on recreation for girls which is being formulated under the auspices of the Recreation and Playground Association, the Y. W. C. A., industries and similar groups. The swmming pool and gymnasium of the Y. W. C. A. will be placed at the disposal of all girls in the community as a first step, and other activities will soon be added to the program.

Correction

In January RECREATION, Superintendent Logan of the Newark schools was erroneously quoted as stating that the recreational activities in the Essex County Park System were under the direction of the Recreation Department of the Newark Schools. The Essex County Park Commission as is well known conducts its own activities. It is in the *city* parks of Newark that the recreation department of the schools by a special arrangement conducts the recreation activities.

Magazines and Pamphlets

Recently Received Containing Articles of Interest to Recreation Executives

MAGAZINES

Social Forces, December, 1932.
The Development of Community Centers in Chicago, by A. Steven Stephan.

The Research Quarterly of the American Physical Education Association, December, 1932.
Bibliography for 1931, compiled by G. B. Affleck.

Mind and Body, December, 1932.
Physical Education for Mentally Retarded Pupils, by W. Herbert Grigson.
Play as a Means of Character Education for the Individual, by John C. Kieffer.
A Community Play Program in Coimbatore, India, by D. Santiago.
Colonial Dance.

The Parents' Magazine, January, 1933.
Preparing for Leisure, by Helen Woodbury.
Learning Through Play, by Amy M. Hostler.

Better Times, January, 1933.
What Girls Like to Do in Their Spare Time, by Julietta B. Kahn.

The Journal of Physical Education, January, 1933.
What Is Civilization Doing to Us? by James E. Rogers.
Progressive Education and Promotion of Athletic Meets, by Royal H. Burpee.

Newark School Bulletin, December, 1932.
An Adventure in Community Cooperation by Jacob W. Feldman.

The Journal of Health and Physical Education, January, 1933.
A City-Wide Winter Sports Program, by Richard J. Schmoyer.
Purchasing Points of Winter Sports Equipment, by Lena Walmsley.
The Noon-Hour Problem, by Louis Kulcinski.

The American City, January, 1933.
How Red Wing Was Given 232 Acres of Park.

PAMPHLETS

Annual Report of the Director of Public Buildings and Public Parks of the National Capitol, 1932.

Annual Report of Parks and Recreation Commissioners of Worcester, Massachusetts for year ending November 30, 1931.

Annual Report of the Department of Recreation Camps and Playgrounds of Los Angeles County for the year ending June 30th, 1932.

Annual Report of the Board of Park Commissioners, Los Angeles, 1931.

Twentieth Annual Report of the Chief of the Children's Bureau for the year ending June 30, 1932.

Annual Report of the American Colony Aid Association for the year 1931-1932.

The Heart of the School, Henry C. Frick Educational Commission, Union Trust Building, Pittsburgh, Pennsylvania.

What Pittsburgh Junior High School Pupils Read, Henry C. Frick Educational Commission, Union Trust Building, Pittsburgh, Pennsylvania.

New Books on Recreation

Life Begins at Forty

By Walter B. Pitkin. Wittlesey House. (McGraw-Hill Book Company, New York). $1.50.

THERE is a brave new world spinning out of the machine age to be enjoyed by those Americans now in early life, according to Mr. Pitkin who is Professor in Journalism at Columbia University. He urges the greatest use of leisure in those activities which make the fewest demands on energy—thought, writing and observation. To enjoy the life that begins at forty, he writes, one must learn at home and must fully realize that each person has a set amount of energy that cannot be added to. It is a happy picture he paints for the American who has rightly used in his early years his energy, intellect and leisure. "Before you there will be no despair, behind you no vanity. From childhood to the coming of old age you will expand serenely, ever learning, ever tasting new joys. At forty you will be wiser and happier than at thirty. At fifty you will be clearer, steadier and surer than at forty. At sixty you will be planning automobile trips to Mexico, a new sailboat, a fresh study of your village finances."

Game Preferences of 10,000 Fourth Grade Children

By Norma Schwendener. Obtainable from author at Teachers College, New York. $1.10.

IN THE report of this study, submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the faculty of philosophy, Columbia University, Miss Schwendener presents a number of findings and recommendations. A few of them follow: "It is recommended that due to the lack of (1) sex difference shown in the choice of games, the game program should be identical for boys and girls of the fourth grade; (2) climatic and seasonal effect shown in choice of games, the game program should no longer be varied for these reasons; (3) a large number of preferred games, the game program should consist of but ten or twelve games containing the four necessary game elements found in this study; (4) evidence of favor of a game program taught by a specially prepared teacher of physical education, that until further evidence is brought to bear the game program be taught by the classroom teacher supervised by a specially prepared supervisor of physical education."

Symphonic Broadcasts

By Olin Downes. Lincoln MacVeagh, The Dial Press, Inc., New York. $2.50.

THE *Symphonic Broadcasts* will give to many radio listeners a welcome opportunity to consider in leisure what was of necessity given for them in haste during the intermissions of broadcast concerts by the Philharmonic-Symphony Orchestra and the Curtis' Institute Orchestra last winter. Though somewhat extended and in other ways made fit for the cold white page, these comments on the compositions played at the concerts have lost little of the animation and directness of Mr. Downes' speaking. Each of about eighty-five works worthy of the great Philharmonic Orchestra is set amidst ideas of its composer's intentions, of his nature and environment, his relations to other composers or to interesting personages in other arts or literature, and ideas of the character and form of the music itself.

"My own experience," says Mr. Downes, "is that often a chance remark, or a sentence read, is sufficient to connect music and imagination, and that once such a relation is established between an individual and a masterpiece the rest quickly follows." His book is full of chance remarks and some profound ones, too, that are bound to touch off that fire of the imagination in which the music and the listener's spirit are fused, and the mind may be enlightened. It is a reference book to serve the radio or concert listener or the owner of phonograph records whenever any of the works on which it comments is to be played. But it is also well worth reading from beginning to end, for besides representing composers and some of their music in ways that are unusually revealing even to the least musically cultivated, it presents a person, in its writer, whose own love and undertanding of music are very contagious. After all, the best in appreciation can only be caught, not taught.—AUGUSTUS D. ZANZIG.

Textbook of Social Dancing

By Agnes L. Marsh and Lucile Marsh. J. Fischer & Bro., New York. $2.50.

THIS BOOK has been published in response to requests from principals, teachers, recreation leaders and parents for a modern systematic method of handling the teaching of dancing, which has become so important a phase of social life today. The method described has been successfully used over a period of years at a number of educational institutions. The book is made up of five distinct sections—theory; technique; social aids; parties — twelve are outlined — and teaching the social dance.

Intercollegiate Swimming Guide - 1933

Edited by Edward T. Kennedy. National Collegiate Athletic Association. Spalding's Athletic Library. No. 91R. $.25.

SWIMMING, diving and water polo are the three main subjects discussed in this booklet presenting the official rules adopted by the National Collegiate Athletic Association. All-America collegiate and scholastic selections are given, and there are records and reviews.

Felt Toys.

By Elsie Mochrie and I. P. Roseaman. Published by the Dryad Press, England. Supplied in U. S. A. by the Manual Arts Press, Peoria, Illinois. $1.25.

Here is an excellent handcraft subject for girls for it creates a lively interest and provides an opportunity for learning more about animals and birds. It gives practice in accurate and neat workmanship, in placing and sewing the patterns together, and is therefore an aid to dressmaking. Instructions are given for making eight toys and animals. There are photographs and diagrams which will help the toy maker.

The Making of Soft Toys.

By C. Elliot Edlmann. Published by the Dryad Press, England. Supplied in U. S. A. by the Manual Arts Press, Peoria, Illinois. $1.10.

Soft toy making is a fascinating craft and can be carried on with very little outlay in the matter of tools. It is an excellent way of using up those odd lengths and left over pieces of silk and velvet which are apt to lie for years in the piece bag. Many of these make charming toys, and the toy maker can exercise much ingenuity. A set of full sized patterns for ten animals and birds is included.

Club Program Suggestions for Special Days.

By Pearl B. Broxam. University of Iowa, Iowa City, Iowa. $.25.

This is one of a series of the study programs prepared by the Club Program and Bulletin Service of the Extension Division of the State University of Iowa. Each outline contains enough material for more than a year's study. Suggestions are offered in this bulletin for the celebration of eight holidays and special days, and there is a list of special entertainments for women's clubs.

Manual of Physical Education for Elementary Schools.

State of West Virginia. Revised by V. G. Upton, State Director of Physical Education. State Department of Education, Charleston, W. Va.

The State Department of Education has recently revised its manual, which now contains chapters on Organization and Administration, Methods of Teaching, Team and Non-team Games, Rhythms, Folk Plays and Singing Games, Story Plays, Mimetics, Stunts, Contests, Marching, National Physical Achievement Standards, Athletic Badge Tests, Home Made Play Apparatus, and many other practical subjects. The Manual is exceedingly comprehensive and should prove invaluable to the teachers of West Virginia.

Lads' Clubs.

By Charles E. B. Russell, M. A. and Lilian M. Russell. Published in the U. S. A. by the Macmillan Company, New York. $1.75.

Mrs. Russell's revision of *Working Lads' Clubs* written in 1908 by Mrs. Russell and the late C. E. B. Russell tells of the history, organization and management of the Lads' Clubs of Great Britain. While it touches upon aims and growth of the movement, it has much to offer along such practical lines as buildings and equipment, finances, leadership and program of activities. In revising the book while many details have necessarily been changed, care has been taken to keep undimmed Mr. Russell's personality and principles.

Mental Whoopee.

Fall 1932 Edition. Simon and Schuster, 386 Fourth Avenue, New York. $1.00.

Here are "brain twisters" and puzzles which will test your observation, concentration and sense of deduction in novel and painless ways! Each problem is presented on duplicate sheets of paper made up in pads, and the answer to each "Whoopee" is found on the inside cardboard cover of each pad. Each is played as a competitive game which is most enjoyable when six or more people participate.

Official Ice Hockey Guide—1932-1933

Edited by Rufus J. Trimble. National Collegiate Athletic Association. Spalding's Athletic Library. No. 92-R. $.25.

The rules of the National Collegiate Athletic Association appear in this booklet. These rules contain no radical changes from last year. The booklet also includes records and a number of articles.

Stenciling

By Adelaide Mickel. The Manual Arts Press, Peoria, Illinois. $.85.

Every step in the process of stenciling, from making a design and transferring it to the completion of the article, is clearly outlined in detail in this book. Over fifty projects are described and many illustrations are presented.

Games We Like Best

By Lynn and Katherine Rohrbough. Richard R. Smith, Inc., New York. $1.50.

A hundred leaders of social recreation have contributed to this practical collection of usable games their two or three most successful ones. Re-adaptations of many tested favorites in settings that are different and a number of new combinations will add spice and variety to parties of all kinds. Directions are given for over 200 games and activities. The final chapter is devoted to party outlines arranged by months.

Volley Ball—Official Rules 1933

Edited by George J. Fisher, M. D. Spalding's Athletic Library. No. 120-R. $.25.

This booklet, containing the rules adopted by the United States Volley Ball Association, has four distinct parts—Part I, Official Playing Rules; Part II, Special Articles and Technique; Part III, Reviews and Reports, and Part IV, Intensive Volley Ball.

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Courage!

NEVER before have men needed music, reading, athletics as they do this minute. Those in charge of recreation in our communities have as great a responsibility as those who handle relief.

The immediate present holds little of hope and cheer—without. Within—men must keep their courage, must play their part as men, show that they have inner resources for living.

First and foremost men must keep active if they are to continue to be themselves, to keep their courage, to keep a degree of cheerfulness. Read. Sing. Play games with the children. Make pieces of furniture for the family. Share skills and knowledge with others. Keep human relationships warm and satisfying.

Mental and social health depend on mental, yes, and physical activity. Men cannot hibernate. The unused arm withers. Life unused just disappears, is gone, and you cannot find it. Air, ventilation, activity, safeguard mind and body from poison, tension, burning up, from deadness.

The routine of life must go on for all even in times like these—must go on with the maximum of normality, of courage, of vigor, of cheer—no matter what the load on the human spirit.

There must be enough of rebellion to make impossible the long continuation of intolerable conditions. Yet on the stage of life men must take their places and play their parts even though their hearts are heavy.

This is a world of children, of young people, of old and feeble, with many who are helpless. Those who are able-bodied, those who are fairly normal-minded, who are mature, must show their calibre, must be helped to keep up their best.

In war, in polar adventure, in shipwreck at sea, men have shown what manhood can be. Present times are even harder on men's spirits because longer drawn out, not so soon over, less dramatic.

It is up to recreation leaders—even though city governments have taken away many of their workers, have reduced salaries, have left them with scant resources, even though part of their work must be carried on with volunteers who have had little training,—it is up to recreation leaders with their own courage high, to give all they have to keep unemployed and employed active, to keep men normal, to keep men *men* in the fullest sense.

There is no greater calling at the present moment than to be a recreation worker giving a measure of leadership to people without work, who are eating the tasteless bread of charity, wearing old clothes, coming from poorly heated homes.

Let there be warmth at the community recreation center that warms to the marrow of the bone.

No resourcefulness, no depth of good will, no lion-heartedness is too great for the recreation leader now.

His task is not of education—adult education are far too cold and forbidding words to describe his opportunity. It is for him to help maintain the art of life in this part of a sick world, to help maintain sanity in a world where we all know there is hunger with too much food, cold with too much fuel, lack of clothing with too much cloth. It is for him to do his part in helping to prove that life may be still worth living because the inner resources of the human spirit are through activity maintained unimpaired.

HOWARD BRAUCHER.

Courtesy Charlotte, North Carolina, Park and Recreation Commission

Leisure

A well-known educator urges training on a new principle based on the creative impulse.

Courtesy The Journal of the National Education Association

By
ANGELO PATRI

INTO MY office come all sorts of people on all kinds of missions. The last few months have brought a veritable army. All day long they march in and out, always on the same errand. They need help. They have lost their jobs and want help to re-establish themselves. I listen, saddened by the burden of distress these people carry.

Many are well educated. They are trained. They have had experience. "I am a university graduate. I have pased the examination for a teacher's license. I have specialized in foreign languages. And yet I haven't had a day's work in six months. I've walked the streets begging for work, any sort of work. Surely in this great school system you have need of such a person as I?"

Scarcely had he disappeared when a woman took the chair at my elbow. "I am a trained writer. I lost my job when the paper was merged with another. Since then I haven't been able to find work. I've used up the last dollar I had saved, and don't know where to turn. Isn't there something I can do that will give me food and shelter? Anything to earn my living?"

Sadly I shook my head, I had nothing to offer but sympathy, and she could hardly be expected to live on that.

Then a boy came. His shabby clothes and general "let downness" told his story with an eloquence his halting tongue could never approach.

"Can you give me a job? I'm on the street. I might come back to school but what's the use, I never was any good at lessons. For a year now I've been in and out of work, mostly out. That isn't getting me anywhere. What am I going to do?"

Well, this one I can help a little. He is still young enough, flexible enough, to go back to school and under the right direction learn to adjust himself. But when the school gets through with him a second time, what then? That's what is bothering me. What's going to happen to this boy and the millions like him? What is ahead of the next generation? What preparation can we give them that will lessen the idle army, now marching footlessly up the hill and down again? What can we do to make life bearable for the people of the new day? Surely it is plain that the amount of work calling for the use of man-power is going to be reduced even beyond what it is at present. A friend of mine who, a few years ago, employed twenty thousand men, now needs only two thousand to

Mr. Patri, Principal of one of New York City's great public schools, is the author of many articles and books on child training. This address, broadcast on the seventh of December, is published here through the courtesy of Mr. Patri and the Cream of Wheat Corporation, Minneapolis.

do the same amount of work. He is looking forward to the day when he can reduce the number of workers in his plants to two hundred. He is glad that man has been relieved of the burden of labor. He is glad that man is to be further relieved. But what is to happen to these thousands of unemployed people?

Is it possible that the long-cherished dream of the worker has come true? Is it true that the hunger for leisure, for time to commune with one's soul, for time to enjoy beauty and peace and friendship has become a reality? It would seem as if the millenium has fallen upon us. It has fallen upon us like a thunder-clap, suddenly, unexpectedly, and found us unprepared. Leisure and time—time to do all the things we dreamed of doing but never found time to do—are upon us. Yet somehow we are unprepared to take advantage of the cultural values that are inherent in leisure time.

Courtesy Board of Recreation, Greenwich, Conn.

"We are ready now to take the curse out of labor. But we must make sure to take the poison out of idleness."

And that is why, as a teacher, I am seriously thinking about the difficulties of the present day and about those that the new generation will have to face. The schools failed to look ahead. We must not make that mistake with the children of the new generation. How can we train them so that they may profit by the element of leisure that looms so large in their lives? Are we going to allow leisure to wreck our lives? Shall we let leisure, the goal of man's efforts, destroy our children? What can we do to meet the challenge that this wealth of time has put upon us? It would be bitter indeed to have reached the millenium and found nothing but emptiness.

There's only one answer. We cannot stop the machines. We cannot go back to the ways of yesterday. We must master a new technique. We must learn how to use leisure for the good of mankind.

We learned how to work. We preached the nobility of labor. Patiently, persistently, we tackled the jobs that lay ahead of us. We mastered the idea that success lay in hard work; and now, with equal determination, we must learn a new art, the wholesome use of leisure. What shall we do to help our children enjoy the freedom that our continuous labor has brought upon them? Leisure that once was a by-product of our existence, is now to be the main business of living. It always was important. We always felt that it was during leisure that we developed spiritual values, that we did the things we liked to do, that we re-created our souls. We worked and hoped and struggled and saved and invented, so that one day we might have time enough to do the thing that was nearest to our heart's desire. We always felt a little disappointed because the time stolen from labor, the vacations, were all too short. Now that all is to be changed. We have the time, we have the means, we should be ready to enjoy the arts, the sports, the crafts. We should be ready to develop our intelligence, our altruism, our social science. We should be ready to subordinate money, and power, and mechanism. We should be ready for emancipation, to turn our backs upon bigotry, cowardice, selfishness. We would be, if our schools had been wise to see ahead of their time.

What shall we do with the new school for the new day? Have we the courage and the wisdom to meet the challenge of leisure and so train our children that they will find the new day one of hope and gladness, one where leisure is their birthright and culture their heritage?

How can we profit by the experiences of this day of trouble and emerge from a civilization of servitude into one that sheds new light on the meanings of life? Children must be taught to use the leisure time aright. No human being can remain idle for any length of time without protest. The spirit of man must have food. That food is found in doing something that one likes to do. In idleness lies danger.

When the machines carried the work of home into the shops and laboratories, home was emptied of its vitality. It is always so. When an institution loses the stimulus of creative work it loses meaning. Unless creative work becomes part and parcel of the life of the school it cannot hope to prepare children for the era of machine-made service.

So I say that the next generation must be

trained upon a new principle, one founded on the creative impulse of humanity. Through that it will cultivate spirituality and achieve its soul. People who do not know what to do with their leisure time are already giving themselves and other people a lot of trouble. If they had something within themselves on which they could draw for support in their leisure time they would be an asset instead of a liability to themselves and to the community. We must do our utmost to develop in every child the peculiar personal power that makes him a person. We must keep alive and cultivate his creative imagination. We must teach him to know the thrill of creation and find life bearable.

The school must do this for its children. It must come alive and set the stage so that they are prepared for the new day.

Is leisure valuable? Should the school feel justified in cultivating a taste and a technique for leisure? Surely. We are ready now to take the curse out of labor. But we must make sure to take the poison out of idleness.

This is no easy task for any school. It is never easy to help a child create his own personal self. It requires great sympathy, deep understanding. Growth is flexible. The school must accept the changing child, and aim at freeing the child's mind of fear and releasing his gifts and powers.

One of my friends lost patience with me and said: "You'd turn the children into a lot of half-baked poets and third rate artists if you had your way. And those you couldn't make into poets you'd turn into craftsmen. We have too many people of that kind now and they can't earn a living."

No, I know better than that. I am concerned with what is happening to human beings. Unless the work a child is taught to do holds a rewarding joy born of the creative impulse, the job falls flat. The child goes elsewhere in search of higher values. It is by doing the thing that he likes, the thing that is an expression of his inner self, the thing that allows his creative power to function, that the child gets an appreciation of his own strength—gets a feeling of tolerance for others, an enthusiasm for mastery of technique. It is through this that he forms enduring friendship. It is from this that he derives his notions of right and wrong. It is through this that he develops his ideas of reverence, of service, of beauty, of godliness.

Most of us are ordinary people. No marked gifts distinguish us from the great group of people with whom we work and play. But there is always something that we can enjoy more than anything else, something that brings the light of joy and interest in our eyes, quickens our movements, illumines our spirit. Well, it is for the ordinary person that I crave a training for leisure, for culture, for creative expression. The genius has the power to lift himself above the routine of daily living. We don't have to worry about his leisure time. Nature takes care of that. But the ordinary person must be trained in school so that he develops a hobby, an avocation, something he can turn to in his lesiure time. It is the ordinary person who is going to have time for doing the things he likes to do, and those things he should learn to do in school. The school must change its standards, its methods, its equipment, its atmosphere, if it is to be a place where he develops his gifts, enriches his life with beauty, lives joyously, richly, with deep satisfaction in every breath he draws. The school must teach children the profitable use of leisure. In idleness and vacancy lies danger. We cannot allow the schools to go on as they have been doing without running the danger of setting man adrift, a rudderless creature, bound to founder in a sea of plenty.

"A sense of beauty is as essential to good citizenship as a sense of morality. The average person is continually confronted with the problem of creating an environment conducive to esthetic, economic, and emotional satisfaction. Man is essentially a spiritual being, revealing strong impulses to escape from the tyranny of eating and sleeping, and the monotony produced by a machine age. Modern methods of mass production and labor-saving machinery give to the average working man precious leisure hours that must be put to profitable, wholesome use or else prove burdensome to him. What to do with leisure time becames a problem that education must help solve. . . . Elihu Root has said: 'The greatest happiness in life comes from things not material. It comes from the elevation of character, from the love of beauty gratified, from the many influences that ennoble mankind. I think that we have no higher duty than to promote the opening to Americans of every opportunity to secure these means of happiness.' "—From *A Program of Art Education,* by Joseph Wiseltier, in *The Journal of the N. E. A.,* February, 1933.

Memorials Useful and Ornamental

Music court in the Francis William Bird Park—
a memorial park at East Walpole, Massachusetts.

By WALTER J. CARTIER

Superintendent, Park and Recreation Commission
Charlotte, North Carolina

ALMOST from the beginning of time man has had the urge to establish memorials which he has expressed in every conceivable form ranging from a rough boulder set in the ground with a few crude words scratched upon its surface, to elaborate and costly monuments carved of solid rock in the side of a mountain and large enough to be seen for miles.

Memorials, like other things, have their styles and periods. Each decade is marked with some special style or whim, and as each succeeding generation leaves its monuments of varied type, we see the ever-growing tendency to try to surpass all others in elaborateness or style.

Of recent years there has developed a tendency toward memorials having a living value, which are useful and will serve to make this world a better place in which to live. This idea has been expressed in memorial foundations, the income from which is expended on some particular project having to do with the welfare of people. We now find foundations for almost every conceivable cause, and this type of memorial is indeed a valuable service.

Parks As Memorials

During the past twenty-five years thousands of acres of park lands have been given to cities all over this country as memorials of various and sundry nature. Some have been simply large areas of standing timber and rolling land, to be left in as nearly natural a state as possible. This is known as the woodland park. We find, too, the very formal park development. The property, and even the cost of developing, often is donated in order to construct a memorial suitable to the donor.

Regardless of type or size, such memorials go down through the years gathering value and importance with age and increasing use. Thousands of people throng these memorial parks every year enjoying the shade of their trees, the coolness of their running waters, and the opportunity to play in God's out-of-doors. Surely it does not require any great imagination to picture the enduring values of such a memorial.

Athletic Fields

One of the newest developments is the donation of land, necessary buildings and construction of facilities for athletic fields. There have been several notable examples of this form of memorial. In one instance, not only was the land given the city, but the entire cost of development was borne by the donor and a trust fund set aside for the perpetual maintenance of the plant without cost to the city. This solves the problem of maintaining such a splendid facility, the cost of which might embarrass a municipal commission, especially if it were operating on small funds. However, very few municipalities has so many parks or athletic fields that they would not be glad to accept gifts of developed land, if the only expense were that of maintenance.

Memorial Playgrounds

The gleeful shouts and running feet of happy, care-free youngsters are guaranteed to bring satisfaction to anyone considering the establishment of a memorial which will live for all time in the lives of boys, girls and adults. It has been truly said, "The gift of land is the gift eternal." Certainly the gift of a playground would be the type of memorial destined to bring pleasure into the lives of thousands, and something which would never be forgotten or done away with.

Numerous men and women, in selecting suitable memorials for their children, have found in the playground a means of memorializing a loved one in something more intimate, more lasting than bronze or stone, because the playground is a constructive force dealing in human values—a builder of happiness.

Wading and Swimming Pools

In a western city, not long ago, a small curly-headed girl was killed while crossing the street. Her parents were grief-stricken. After the shock abated, they began to cast around for a suitable memorial. A visit to the neighborhood playground made them realize the value of play in the safety and happiness of children, and they decided to give a memorial wading pool. This pool was designed by an eminent architect in collaboration with the playground executive. So genuine and enthusiastic was the response to the opening of this splendid memorial that the parents, happy in the joy they had brought, decided to build a second pool in a different section of the city.

In Charlotte we have a beautiful memorial pool known as the Arhelger Memorial Pool, dedicated to a young woman who lost her life in saving a child. This memorial was built through popular subscription, and since its opening has been extremely popular. (See photograph, page 554.)

The imperative need of adequate swimming facilities in the modern city has been answered in a number of localities in the gift of splendid memorial swimming pools. In some instances municipalities have furnished the money and the pools are memorials to soldier dead. In others, individuals have furnished the necessary funds for building and beautifying pools which are living and vital memorials to the loved ones they commemorate.

Another very attractive type of memorial is the memorial garden. These gardens are being developed in a number of ways. Some are very formal; others are simple, old-fashioned gardens with a wealth of flowering plants, shrubs and trees, with winding walks and opportunities for restful enjoyment in the out-of-doors.

Without depreciating the aesthetic value of our splendid bronzes, sculptured stone and inspiring shafts of marble and granite, is it not wise and reasonable for us to give more serious thought, in the provision of memorials, to making them useful as well as ornamental?

"We have made locomotives, automobiles, bridges and skyscrapers, and sometimes have stumbled upon beauty. Is there any reason why we should not now go deliberately forth to seek it? And need we be ashamed to seek it in our own way and our own place, not alone in quietness but amidst sweat and dust, fire and molten metal?—*R. L. Duffus in The American Magazine of Art*, January, 1933.

Anyone wishing definite information on areas given for recreation purposes is invited to send to the National Recreation Association for the free pamphlet entitled "Donated Parks and Play Areas."

Courtesy German Tourist Information Office, New York

Homburg, Germany, has joined New York, Cincinnati, and other large cities in setting aside streets for play.

Play Streets

LAST SPRING at a meeting held in the office of Police Commissioner Edward T. Mulrooney, the Committee to Open Recreation Centers of the Community Councils of New York recommended that for play demonstration purposes one hundred play streets be set aside. With the aid of Mr. Barron Collier, who contributed $1,000, it was possible to undertake the program.

The directors, in selecting the play streets, were careful to choose streets in neighborhoods where recreational facilities were at a minimum. In some instances streets were chosen which were dead end streets or free from heavy traffic. Forty-eight play streets were established in congested areas in the Boroughs of the Bronx and Manhattan. Seven streets were run for a period of from one to three weeks and forced to close for various reasons.

Leadership was discovered among the candy merchants, grocery clerks, barbers, sextons, janitors and other volunteers who took care of equipment on their respective streets. These men, who were as eager as the children to have the play equipment installed, proved to be capable adult leaders. Not only did they see that the equipment was taken care of but they also settled disputes, suggested new games and took a personal interest in what was going on. With the assistance of three or four older boys who acted as block captains, these adult leaders helped carry on very successfully the block activities.

The Emergency Work Bureau assigned four men to supervise activities, each man being assigned a certain number of streets where he was in general charge of the activities, took care of the equipment and organized tournaments.

Boys and girls between the ages of six and sixteen years of age took part in the activities and many areas were represented. The lower East Side and Harlem streets attracted the greatest number of children,

(Continued on page 589)

Play streets came into being in Germany when in three different sections of Hamburg entire streets, or parts of them, were closed to traffic. The city authorities have given assurance that "Spielstrassen" are purely emergency measures. As soon as funds are available real playgrounds will be created in all parts of the city.

They Voted "Yes" for Recreation

How three cities carried on successful referendum campaigns

Courtesy Berkeley, California, Recreation Department

When cities vote "Yes" for recreation they make possible activities such as these.

IT WAS NOT by accident that the citizens of Battle Creek, Michigan, Canton, Ohio, and Parkersburg, West Virginia, went to the polls last November and voted substantial approval of their tax supported recreation programs. Accidents like that do not happen in the face of one of the most powerful campaigns for tax reduction that American communities have known.

It was skillful and intensive campaigning based on a foundation of successful recreation service that led to the successful vote. William G. Robinson, district respresentative of the National Recreation Association, who was called in to help plan the campaigns and give advice as they progressed, states, "In all three cases is the background of a number of years of well-planned, varied, and far reaching programs. The voters were convinced by accomplishments and not by promises."

A common element in the strategy of these campaigns was house to house and person to person canvassing for votes. General publicity was utilized, of course, but that was not considered sufficient. Another common factor was the enlistment of participants in the program as election workers. And how they did work!

Courtesy San Francisco Recreation Commission

A view of Excelsior Playground, San Francisco twenty-five years ago, when recreation development started.

The campaign in Canton, largest of the three cities, was so thorough, says Mr. C. W. Schnake, director of the Department of Recreation, that by November 8th practically every voter had in one way or another been approached three times.

In 1931 the city had completed a five-year period of recreation financed by a one-tenth of a mill tax levy. That year the attempt to renew the levy by referendum vote failed by eighteen hundred votes. However, a minimum program was carried on by the department, using a surplus that had been accumulated from revenue during the previous five years. Early in 1932, it was decided to present the levy to the voters again, raising it to two-tenths of a mill because of the depreciation in property appraisals and a decrease in city revenues due to tax delinquencies.

Canton's Campaign Begins

Instead of the very large citizens' committee set up in 1931, only a small group consisting of the recreation board of five members, the mayor of the city, and the clerk of the council, engineered the 1932 campaign. In its work this committee sent out very few letters, depending instead on personal interviews.

The campaign commenced quietly during the summer of 1932. At all athletic and other events cards were passed around among the spectators and participants stating that these activities were made possible by the city's department of recreation. The cards made no reference to a tax levy. Throughout the year all the activities of the department were given newspaper publicity.

On the understanding that it was probably necessary to petition the board of education to vote a resolution passing the question of recreation to the board of elections, petitions were circulated among voters early in September. After five hundred signatures had been secured, the city solicitor made a ruling that the petition was not necessary. Realizing, however, that the circulation of the petition and the securing of signatures were good advertising, the signature getting was allowed to continue until four thousand had been obtained.

Because of the general campaign for tax reduction going on everywhere it was later decided to give special publicity to the tax feature. The theory of this was that if the people had become familiar over a period of a month with the prospect of a tax levy they would not suddenly be upset about it at the polls. Large signs were

painted on playground basketball backstops and elsewhere reading, "Vote for the Recreation Tax Levy." Cards were also placed in stores and read, "For Health and Safety — Vote for Recreation Tax Levy," "Give the Kids a Break—Vote for Recreation Tax Levy," "Keep the Playgrounds and Swimming Pools Open — Vote for Recreation Tax Levy." Signs were also placed in buses. The large signs were put up approximately a month before the election; cards, three weeks; and bus signs, one week.

Cooperation of Church Organizations

The intensive phase of a campaign began three weeks before election with the calling together of four ministers, two priests and a rabbi for discussion of the recreation levy as a moral and religious issue. The clergymen accepted the campaign as such and agreed as a committee to approach the other churches and present the levy as a non-political measure to their congregations on the last two Sundays before election.

A resolution was written and signed by the officers of the Men's Federated Bible Classes, a central organization covering all the Protestant faiths in the city, calling for a favorable vote on the tax levy. This was read before all Bible classes in the city, women's as well as men's, on the last two Sundays before November 8. A complete sample ballot, the reference to the recreation measure marked with red crayon, was printed to the number of 100,000 and distributed to the churches and Sunday schools.

Arrangement of this remarkable cooperation from churches and Sunday schools was made through the president of the Federated Bible Classes, who suggested the key men in each church.

Work With Other Organizations

Small meetings were held with those who took part in the activities of the department, including members of committees, backers, players, coaches, and other participants. It was explained to them that the city was in no condition to carry on recreation except through this special levy. The schools were not in a financial position to do the work. Recreation would be lost if they did not go out and push the measure.

In one way or another the measure was brought to the attention of bridge clubs, participants at society functions, and members of numerous organized groups. This got it talked about and discussed even more than the presidential candidates, people said.

A chairman of recreation was appointed for the city-wide Par-

Excelsior Playground today under the new charter voted by the people increasing the tax levy for recreation

Courtesy San Francisco Recreation Commission

ent-Teachers Council and in turn a chairman for each association. The levy was presented to every association not by outstanding men of the city, but by influential men from each neighborhood. A committee was then organized in each association, consisting of not less than three members, which engaged in block to block canvassing in favor of the measure.

During the summer of 1932 the Italians, Slovaks, Hungarians, Poles, and Negroes formed an organization for consideration of and voting on political measures. Out of the membership of the city blocks by which these groups were organized, a central committee of sixteen men was eventually formed. At the last pre-election meeting of this group, the recreation issue was considered and it was voted fifteen to one to support it. This brought a practically one hundred per cent favorable vote from the foreign groups of the city.

Since the November election was to be on national and state issues primarily, there were no local issues to confuse voters and to divert their attention from the recreation question. The mayor, various councilmen and other political leaders took a favorable position on the tax levy. It was brought up at practically all political rallies, both Republican and Democratic as a non-political issue. All ward captains and workers having sample ballots, the levy was stressed as both a Republican and Democratic measure.

The cooperation of the superintendent of schools having been sought, he personally talked to all principals and they in turn presented the question to all their teachers. A sample ballot was taken home by every school child Monday noon before election. Each public school teacher and each Sister in the parochial schools explained to the pupils that the tax levy was one question that was of vital importance to the city and to them personally, stating that the schools and the parishes were behind the movement and would appreciate their support.

The Arguments Used

Voters were told that paying a small tax for recreation was cheaper than paying the excessive costs of juvenile delinquency or suffering the depreciation of public and private property that threatened if the levy failed to pass. The moral, spiritual, and recreative benefits of a city-wide program "at a time of such dire need" were stressed as extremely important for the children, young people, and adults of the city. It was pointed out that the playgrounds, swimming pools, and other facilities which had been closed for lack of funds would be reopened and would teem with activity. *The Canton Economist,* the spokesman for Canton's business institutions, declared editorially that defeat of the measure would be false economy.

As a final climax of the campaign a truck was driven through the business section of the city from 3 P. M. to 6 P. M. the day before election, bearing signs and a group of forty-five children. Two signs read, "Vote for the Recreation Tax Levy." Streamers on either side of the truck read respectively, "Please Give Us Back Our Playgrounds," and "Please Keep Our Swimming Pools Open." The children blew horns, rang bells, and sang a parody on the "Mississippi Levee" to the effect of "vote for the recreation levy." The truck had police escort.

Individual to individual contact was the heart of this campaign. The voter was approached through some political organization, or particular friend, through the block to block work of the Parent-Teachers Associations, and through the children from every school on the Monday before election. One worker personally made three hundred calls. He was unemployed and thought that this was as good a use as any he could put his time to.

Other forms of publicity were not neglected. They included outdoor advertising and printed matter, paid for by donations, newspaper stories, speeches, and a very cleverly arranged radio program in which the mayor of the city interviewed individuals representative of the participants in the various activities of the department, bringing out how much the activities were valued and what a loss it would be if they could not be continued.

Precinct Organization in Parkersburg

The campaign in Parkersburg, while quiet, was also very thorough. As in Canton, there was an intensive organization of the vote by precincts. Each precinct committee was headed by an individual appointed for his or her interest in recreation. Such individuals included backers and managers of athletic teams, personal friends of members of the recreation board and executive, individuals in key positions in industrial plants and shops, key leaders in teachers' associations, members of the Lion's Club, employees of the recreation board, the Girl Scout executive, and participants in recreation activities.

(Continued on page 589)

A Bag O'Tricks Party

By MARY J. BREEN
National Recreation Association

Little Mr. Bag O'Tricks
Comes to you to say
You're invited to a party
On All Fools' Day.
Little Mr. Bag O'Tricks'
Pack is rather light
So won't you bring along a trick
To cheer the little wight?
It needn't be expensive
It may be old or new
In fact, if you'll perform it
Just the name will do.

PRACTICAL jokes and tricks are the special privilege of April 1st socials. There will be room for plenty in this Bag O'Tricks Party. If you like rhymes and are enterprising enough to make cut-out invitations, send out the suggested message with little Mr. Bag O'Tricks as pictured here.

The Invitation

Use the illustration as a pattern for Mr. Bag O'Tricks. Cut the figure out of tan card board. Color with red the coat, shoes, pack, and trimmings on the coat and trousers. Write the invitation in colored ink or crayon on thin white paper. Fold this several times and put it in the slit in the bag as shown in the picture.

If your tastes are simpler, write your invitation on plain white note paper or a double correspondence card. On the outside, in one corner, place a jester cut-out, and in the middle write "April Fool." On the inside write "But don't be fooled by staying away from my Bag O'Tricks Party on April 1st. Sharpen your wits and be ready with some trick or practical joke. You will need it in self-defense."

The place .....
The time .....

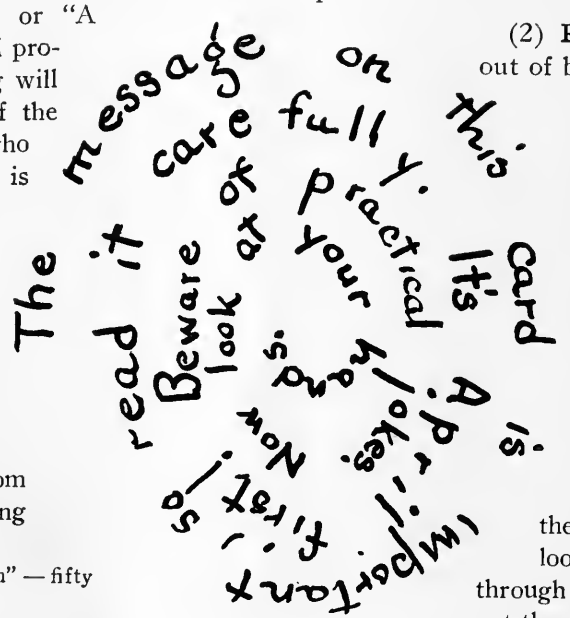
The party can be conducted without the presence of little Mr. Bag O'Tricks, but he will add fun and color. If you do have him as master of ceremonies your guests will be expecting a Peter-Panish person resembling the figure on your invitation. But since it is April 1st and everything is topsy-turvy, your Mr. Bag O'Tricks may be a tall robust person, or even a shriveled old man with whiskers. Whichever he is, he should be merry and have a good sense of humor. One of those "dyed-in-the-wool" practical jokers who is indispensable but slightly bothersome on other social occasions would be in his element in such a role. He should wear a bright colored cap and sash and "floppy" boots. Realistic ones can be made of oil cloth or colored canvas.

As each guest arrives, Mr. Bag O'Tricks greets him with some foolish saying and hands him a card, on one side of which is written in a spiral the following message: "The message on this card is very important, so read it carefully. It's April first! Beware of practical jokes. Now look at your hands." The person has to turn the card around and around to read what the card says. The under side is covered with lamp black. This is a good enough opening for any party!

Before admitting the guests Mr. Bag O'Tricks checks up on each one to be sure he is ready with a trick. Those who are not prepared are made to perform a stunt later in the evening. If a trick or stunt can be put on by a few people to entertain the crowd, Mr. Bag O'Tricks asks the person responsible for it to wait until he gives him the signal before performing it. The old stunt, "Playing Fools for the Crowd" and "I Have Caught a Line of Suckers," both of which are described later, are much more effective if there is a good audience and a great deal of hullabaloo before the event.

As a sign that he approves the guests Mr. Bag O'Tricks hands each person a paper bag to which is tied a tag on which is written the person's name and these words, "This is your bag o'tricks. Solve the puzzle." The bag contains a jig-saw puzzle which each person must put together before he is allowed to join the initiates who have preceded him. The jig-saw puzzles are made by pasting comic valentines on a piece of cardboard. This is cut up into pieces of different shapes and sizes. Each valentine should be selected so that it fits the person for whom it is intended.

Decorations should be as foolish as possible. Display signs may be used wishing the guest a "Merry April Fool Day" or "A Snappy Easter." Misguided proverbs such as the following will add to the "seriousness" of the occasion. "He laughs best who gathers no moss." "There is no fool like penny-wise." "A rolling stone and his money are soon parted." Rebecca's motto, "When joy and duty clash, let duty go to smash," is always welcomed at an April Fool party.



In one corner of the room arrange a fake exhibit* using the following:

"Fifty Views of Washington" — fifty two-cent stamps.

"Fifty Views of the Panama Canal"— fifty Panama stamps.

"Fifty Points in Colorado" — a sketch of Colorado with fifty dots.

"Among the Rockies"—several rocking chairs (doll furniture and others).

Place a large letter "C" on each end of a strip of cardboard which must stand north and south. The letter at the north end is "The North Sea" and "Below the North Sea" is the lower letter.

General Cobb and his Colonels—a cob of corn.
The Bust of a Commentator—a potato.
The American Elevator—a yeast cake.
The Rose of Castile—Castile soap in rows.
A Swimming Match—a match in a glass of water.
The Peacemakers—a pair of scissors.
Study in Black and White—a piece of chalk and coal.
A Diamond Pin—a dime and pin.
A Pair of Slippers—banana peels.
Extracts from Many Pens—a penwiper.
The Unopened Letter—the letter "O."

* From *The Books of Games and Parties* by Theresa H. Wolcott.

Tricks of All Kinds

Have a lot of innocent looking tricks to catch the unwary and others to catch even the wariest. The first nine tricks of the following list can be made very easily. The others can be purchased at novelty stores. If your local store does not carry them, write for a catalogue of the Ross Souvenir Company, "the Shop Full of Foolishness," 2 West 33rd Street, New York City.

(1) **A Depression Spoon.** Can be made by filing off the bowl of a five- and ten-cent store spoon. It should be placed in a dish of candy or peanuts.

(2) **Paper Roaches.** Cut these out of black stiff paper, make the six legs by pasting on the under side of the roach strips of elastic cut from narrow elastic bands. The roaches are very effective if put near the refreshments or dropped in a glass of water.

(3) **The Endless Thread.** This is best for men or for women if they are wearing coat suits. A spool of thread is placed in the upper coat pocket. The loose end of the thread is put through a needle, which is brought out through the pocket to the under side of the coat and out again on the lapel of the coat. The needle is then taken off and one inch of white thread is left hanging on the coat. The tidy guest who tries to take off the innocent thread will pick out many yards before he sees the joke.

(4) **The Moving Piece of Cheese.** Tie a long blond hair or a piece of light colored silk thread around a piece of cheese. Hold the one end in your hand and draw the cheese across the table at the appropriate moment.

(5) **The Jumping Candy.** Cut off a two inch piece of the spring from the roller of a window shade. Stretch it until it measures about 12 inches. Cover this with green paper cambric. Squeeze it into a candy or nut jar or can about four inches high. The can should be small enough in diameter so that the "snake" will spring when the can is opened. The jar or can should bear the

label of some good brand of candy or nuts so that the guests will not be able to resist opening the can. They will find a very tasty tidbit good for many shrieks during the evening!

NOTE: Riddles No. 4 and No. 5 are taken from *Sam Loyd and His Puzzles*, published by Barse & Co.

(6) **Fragrant Flowers.** Sprinkle snuff or pepper on flowers which are really fragrant and which the guests won't be able to resist smelling.

(7) **The Lost Handkerchief,** is sewed fast to a divan or chair.

(8) **The Lost Nickel.** Glue a tack to a nickel. Place it on the floor, head up, and step on it. Even the most persistent Scotchman won't be able to pick it up!

(9) **April Fool Signs.** Pin on unsuspecting guests such signs as "Poke me gently," "Tell me my name," and the like.

(10) **A Bending Soup Spoon,** which has a joint in the middle and bends when it is picked up.

(11) **A Wobbly Cigarette Box.** This box resembles a well known brand of cigarettes. A hidden mechanism makes it vibrate when it is picked up.

(12) **A Left-handed Cork Screw.** This has a left-handed thread and it usually takes the victim several minutes to "wake up."

(13) **For the Guest Room.** Crying towels, each printed with funny inscriptions, soap which gives the hands a greenish color, and a funny mirror which distorts the appearance of anyone who looks into it, are indispensable for the guest room at an April Fool party.

(14) **A Diamond Ring.** A white stone ring with a hollow stem. Water is ejected from a rubber bulb hidden in the hand.

(15) **Joy Buzzer.** A handshaking contrivance which is worn like a ring. The persons shaking hands receive a shock.

(16) **Joker's Snowflakes.** A small pellet placed upon a cigar or in a pipe will fill the room with an imitation snowstorm.

(17) **Jumping Frog.** A small metal frog which jumps several feet into the air and can be timed to jump at different intervals.

(18) **Musical Seat.** A small bellows placed on a chair or under a cushion sqeaks when anyone sits on it.

(19) **A Shooting Match Box.** A metal match box made for paper matches which shoots when it is opened.

(20) **A Surprise Squirter.** A metal monkey which is worn as a lapel button. Water is squirted through it from a ball in the pocket.

(21) **Palpitator Plate Lifter.** Makes plates and dishes dance. This is a small bulb with a long rubber tube attached to a larger bulb. The larger one is held in the person's hand and when it is squeezed, the bulb under the plate puffs out and lifts up the plate.

April Fool's Day, or All Fools' Day, is a day dear to children, and to grown-ups as well, by reason of the sanction that it gives to all sorts of mischievous and harmless pranks. Its origin, though unknown, is old, Nina B. Lemkin points out in "Good Times for All Times," as Poor Robin's Almanac, published in 1760, contains a rhyme regarding it. In English speaking countries the victim of a joke is called an *April Fool;* in Scotland he is a *gowk*, and in France a *fisb.*

Games and Stunts

Games and stunts with humorous twists or those in which a few entertain the group are especially appropriate for April Fool parties.

The Vicious Donkey. A picture of a donkey with a huge ear is drawn in charcoal on a large piece of white paper. About ten of the guests are asked to go into another room and brought back one at a time. As each one is brought in he is shown the picture of the donkey and told that after he is blindfolded he is to go up and poke his finger in the donkey's ear. He is then blindfolded, led up to the donkey and told to go ahead and poke. Just as he is about to do so, one of the leader's "assistants" who has been casually standing near the donkey, kneels down, and as the exploring forefinger is about to touch the picture, he gives it a healthy bite. It never takes very long for the blindfold to come off! The healthy bite is a nip by the teeth of some toy animal or a large paper clip.

April Fool Spelling Bee. Contestants are lined up and when everyone is ready the leader says, "April Fool! You're not going to spell. I am. As I spell, you pronounce the words." The players will be surprised when the leader spells such words as "Antipode, Antipodes, acclimate, decadent." There are lists of words for pronouncing contests in the book, "Are You a Genius?" by Robert A. Streeter and Robert G. Hohn, published by F. A. Stokes Company, 443 Fourth Avenue, New York City. Price $1.00.

April Fool Jump. Three or four stout men are chosen—with friendly determination on the part of the leader—for the victims in this race. A washline is stretched across the room, some two feet off the floor. In order to get an idea of its height these men are asked to try jumping across it in turn, as they are to jump it blindfolded in a few minutes. After they have all jumped it with their eyes open they are blindfolded at the same time, and one at a time are faced in the right direction and told to jump the rope blindfolded. The picture of stout men making frantic attempts to jump over an imaginary rope is most ludicrous.

Blind Boxing. Two blindfolded contestants put on the boxing gloves. A rope is tied around each fighter's waist so that they can be guided and pulled away from each other at will. After their eyes have been covered, the referee puts on a pair of gloves without the boxers' knowledge, and clowns with them. This is very successful if the boxing is well done.

Playing Fools for the Crowd. The people who did not come prepared to play a trick on the other guests are asked to leave the room. The stunt is explained to the rest of the group. When the players leave the room they are told that they are to pantomime playing in an orchestra. They are to play their instruments when the leader gives the signal, and the crowd is to guess what instruments they are playing and what tune they are playing. When they start playing on their imaginary instruments, individuals in the audience venture guesses as to the instruments which are being pantomimed. The leader then turns around to the audience presumably to ask the name of the tune and says, "What are we playing?" and the audience in a chorus says, "Fools for the crowd!"

Marshmallow Eating Contest. Three or more pairs of players (men preferably) are asked to enter a marshmallow eating contest. The players line up on opposite sides of a table. A dish of marshmallows is placed between each pair of players. The players are instructed to feed their partners the marshmallows in the dish. Each pair of players is competing with all the other pairs. To play the game, however, all the contestants must be blindfolded. When the blindfolds are put on, the dishes of marshmallows are replaced by dishes of marshmallows covered with lampblack. The players deserve all the marshmallows they can eat!

Obstacle Race. Select several contestants for this race. Place a number of obstacles in the race course—buckets, books, cups, tumblers, etc. Let the contestants try the course once. Then blindfold them, have some one noiselessly remove all the obstacles, and start the race. If this is done cleverly enough, the contestants will do some ridiculous high-stepping to avoid knocking over or touching any of the obstacles, since one of the rules laid down was that each obstacle touched counts one demerit against the racer. The contestants must walk and not run.

"I Have Caught a Line of Suckers." If your guests are still trusting enough when you introduce this game, ask several of them to come up and take hold of a string which you and an accomplice are holding. Then start a telephone conversation with your accomplice on the other end. You tell him about a fishing trip you have been on and when he asks what you caught, you reply, "A line of suckers."

And Riddles, Too

Humorous riddles are good for April Fool parties. If the group is large, form teams and score one point for a team each time one of its members guesses the correct answer. In selecting riddles be sure that they are not too difficult. Some riddles can't be solved for weeks and even the most amiable person would lose his good nature if a party continued that long. Here are some good ones:

(1) A boy was sent to a spring with a five and three quart measure to procure exactly four quarts of water. How did he measure it?

(2) A gentleman was shown the picture of an inmate of a prison and asked by the warden whether he was related to the culprit. He replied, "Brothers and sisters have I none, but this man's father is my father's son." What relation was the gentleman to the prisoner?

(3) A snail climbs up a wall twenty feet in height; during the day it climbs five feet but slips back four feet each night. How many days will it take to reach the top?

(4) Twice four and twenty black birds are sitting in the rain, one shot killed a seventh, how many did remain?

(5) Three stupid boys who were so dumb they could not do a simple sum were tagged with numbers 3, 1, 6 and were told those numbers they could mix to find, by any changes tried, a sum of which seven would divide. One of the boys proved to be not such a dunce after all for in a very clever way he arranged the three figures in to a number divisible by seven. How did he do it?

(6) Two Indians were sitting on a curb a big Indian and a little Indian. The little Indian was the big In-

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Lo - the Poor Judge!

The judge in a drama tournament must very often wish he had the wisdom of a Solomon!

By MABEL FOOTE HOBBS
Community Drama Service
National Recreation Association

IF YOU ARE thinking of conducting a drama tournament this year in your club, community or county, it might be well to consider the judges' powers of endurance along with their other qualifications! If you have ever been in the position of serving as a tournament judge, this statement needs no explanation. For at times there is likely to be no more thankless task in the world.

Someone calls you on the 'phone, or perhaps writes you a flattering letter, asking you to serve as a judge. You ruefully weigh the long, arduous evening hours against the desire to be helpful and decide that you really ought to accept. You break engagements for the week, if you are to be a preliminary judge, and faithfully appear at each performance. With the rules before you, you mull over every point and strain your critical powers to the utmost to give each cast what it deserves. Or, if you are to judge the finals, you take your seat, conscious of the fact that a great responsibility has been thrust upon you. You sharpen your wits and make an earnest effort not to let a thing get by, good or bad, without taking it carefully into consideration. The reports are finally handed in or you may meet with the other judges for a few minutes of grave discussion and sober comparison of figures before giving the decision to the master of ceremonies who is to make the announcement to the restless audience.

You heave a sigh of relief. Well, it was worth it to have done your part! You enjoy a modest glow of satisfaction and wait for someone to shake your hand gratefully. That is, you do if you have never before helped judge a drama tournament! A seasoned judge knows that now the time has come to turn up his coat collar and

A scene from the "Florist Shop," one of the plays used in a drama tournament in Westchester County.

sneak out the nearest fire exit before the "brickbats" begin to fly! Nobody loves a tournament judge. How can one, when the judges completely overlook the play in which poor, dear Mary Agnes rose from an attack of grippe to appear? Of course she didn't give her best performance but—think of it—she actually had a fever!

Or perhaps it is a boys' club tournament. How *could* the heartless judges ignore the group who put on the scene from "Hamlet"! Didn't those tired mothers trudge to the club house night after night to sew costumes? The club leader is heartbroken because the boys and girls who gave up their opportunities to swim or dance to rehearse a scene from "Cyrano," received no recognition. The judges *did* not and *should* not know about these things, interesting as they are. The judges are concerned solely with what occurs on the stage after the curtain is up and the play goes on. Their interest is exclusively centered on audibility, diction, teamwork and similar points.

Lady Gregory's play The Full Moon has been very successfully used in drama tournaments.

Some Remedies

It would be most unfortunate if tournaments had to be abandoned because of the ill-will they sometimes engender. They have so many advantages that it seems as though some remedies could be found for their unpleasant features. The real difficulty seems to lie in a lack of understanding. The persons directly connected with the individual productions are apt to consider it from the emotional side. Many things which have nothing to do with the final production of the play creep into their evaluation of it. Personal sacrifices, the impoverished home of some child who does a lovely bit of acting—all these things loom large to the club and drama directors who are close to the children and often obscure their perspective of the tournament as a whole. But the judging, on the other hand, must be more or less mechanical. The only way that it is possible to conduct a tournament is through cold reasoning. Let anyone who doubts this, attempt to direct one on an emotional basis, taking into consideration all the touching facts that the drama directors can think up!

In reviewing some of the tournament ills that have come to our attention, two points stand out as being particularly troublesome. They are lack of confidence in the judges' ability and misunderstanding concerning the rules. It is of the utmost importance that the judges be well qualified for their work and that their experience is such that their opinion will go unchallenged by the layman. A suburban group whose tournaments had been outstanding events in the amateur world for years, was obliged to give up the touranment recently because the groups participating refused to complete before the judges whom the committee had been able to supply. It is becoming more and more difficult to secure the services of judges gratis and the time is not far distant when judging will have to be put on a financial rather than a complimentary basis. The fee paid the judges for their time and expert work may be looked upon in the same light as the remuneration which the author receives in royalty.

The solution to most tournament problems will undoubtedly be arrived at through perfect understanding of the rules by the players, club directors, drama directors, and judges. It is impossible for any committee to arrange a set of rules which will apply to all tournaments. The rules employed in the National Little Theatre Tournaments conducted in New York by Walter Hartwig could not be used in a rural tournament. But in general, the considerations are similar. The most satisfying rules can be obtained by having the committee members acquaint themselves with the rules used by other groups and take what seems to apply to their own case.

The following suggestions were selected from ten different set ups, ranging from the most experienced to the simplest tournaments.

Suggested Tournament Rules

I. The contest is open to all non-professional dramatic groups in ..... No professional actors shall be employed in the presentation. A professional director does not come within the restrictions mentioned, as long as he does not act a part in the tournament.

II. Not more than .... groups may compete. Registration of intention to enter the contest must be made by .... and registrations are accepted in order of their receipt. Name of play and cast need not be announced at that time.

NOTE: Mr. Carl Glick, well-known playwright, who was one of the first to introduce the state tournament, offers the following suggestion. An invitation to participate, with the rules attached, is sent by the tournament committee to each eligible group by registered mail, receipt card requested. The reply of acceptance, which the committee asks the groups to send by registered mail, indicates that the entrants are willing to abide by the rules. This method eliminates any possible misunderstanding through lost mail.

III. Name and synopsis of play must be in the hands of the committee by ..... No two groups shall give the same play. The first group to submit the play shall be given the preference. No player may act in more than one play.

IV. An entrance fee of .... will be charged each contesting group, payment to be made not later than ..... Each competing group will receive gratis .... tickets. These may be disposed of for .... apiece, thus covering the cost of entrance fee and perhaps the royalty for the play. There will be no expense to the contestants for rental of the theatre.

NOTE: The rental and general expenses govern the amount of the entrance fee.

V. Entries are limited to strictly one-act plays with casts of at least four people. Musical and dancing specialties are barred. Only one set is allowed. The curtain may be dropped to denote passing of time. Maximum playing time shall be forty minutes.

NOTE: The time limit varies from thirty to forty-five minutes, but the majority of rules place a forty minute limit. The New Haven Drama Tournament bars original plays, one act from a long play, and plays that have been presented in the tournament during the past four years.

V. Each contesting group must be responsible for the royalty on its own play, and the receipt for payment to the play agents must be presented to the committee twenty-four hours before the performance. Failure to comply with this rule will be considered an automatic withdrawal from the contest, with forfeiture of the entrance fee.

NOTE: This rule, which is in general use, is taken from the Pittsburgh Drama League set up.

VII. Each group will be allowed one hour during the afternoon of the day of their performance for rehearsal, making it possible for the actors to gauge their voices and become familiar with the stage. Full dress rehearsal is not possible at this time.

VIII. All scenery, properties and effects of each group must be at the theatre on the morning of the day it is to play. These must remain in charge of the tournament committee until a decision has been reached by the judges as to the prize plays that are to be presented at the final performances. Groups must remove properties as soon as they are eliminated from the contest. Transportation to and from the theatre is at the expense of each group which is also responsible for the care of costumes and properties.

IX. All plays will use the same drapes as a background.

NOTE: Most tournament committees are desirous of getting away from all kinds and types of stage scenery and the expense of elaborate settings. This rule is especially valuable when groups of different financial standing are competing.

X. No persons are permitted backstage except those connected with the play being presented at the time.

NOTES Back stage space is always limited. Each group should have full use of the stage without any handicap during the presentation of their play. Groups will wait in their dressing rooms until the time of their appearance when they must be ready to take charge of the stage as soon as the previous play is over.

XI. The preliminary contests will be on the first .... nights, four plays given each night. The preliminary judges will select the four best performances and these four will be presented in the final contest, usually held the first night following the preliminaries. The committee will group all plays entered as seems best from the standpoint of artistically arranged programs.

XII. There will be two sets of judges—one for the preliminary contest and one for the final. These will be selected by the Drama Tournament Committee.

XIII. The cup will be awarded to the play judged best by the final judges. The cup is to be

held by the winning group for one year. It will again be competed for in the next tournament. The group winning it three times, not necessarily in successive tournaments, will become the permanent owners.

Rules for Judging

The basis for judging seems to represent the greatest difficulty in drama tournaments. Opinion varies so widely that no two tournament rules have identical distribution of points. The following rules, chosen for their excellence and for the variety which they demonstrate, may be helpful to committees in deciding what rules best govern their own conditions.

The National Little Theatre Tournament, held in New York, is judged according to the following standards:

Presentation, meaning interpretation or "how well the idea of the play is gotten over" 50%
Acting 25%
Setting 15%
Selection of Play 10%

The Pittsburgh Drama League, entering into their ninth annual amateur players' contest, offers the following rules:

Interpretation 40%
Acting 30%
Choice of play 20%
Staging 10%

The Los Angeles County Drama Association Tournament of One-Act Plays is judged as follows:

Interpretation, including characterization and pantomime 20%
Direction, including tempo 30%
Presentation, including make-up, costuming and scenic effect 20%
Diction, including voice 30%

At a recent conference of thirty drama directors among whom several had had tournament experience, the following rules were suggested:

Diction 25%
(Play must be audible and understood)
Teamwork 10%
(Meaning give and take, ability to play together, and that no one person may feature himself at sacrifice of others.)
Interpretation 25%
(How well the director has presented the meaning of the play.)
Acting 25%
General effect 15%
(Make-up, costuming, properties, scenery must be appropriate for play.)

The Dearborn, Michigan, Civic Institute of Drama uses the following more explicit and detailed type of score:

Presentation

1. Diction
   (a) Could the actor be heard with difficulty (5), clearly (10)?
   (b) Was the diction of the actors fair (5), good (10), excellent (15)?

NOTE: Diction to cover pronunciation, accurate dialect and fitting quality of voice.

2. Acting
   (a) Was the individual acting of the members of the cast fair (5), good (10), excellent (15)?
   (b) Was the acting of the group as a whole fair (5), good (10), excellent (15)?
3. Setting
   (a) Is the adaptation of the properties fair (5), good (10), excellent (15)?

Interpretation

1. Was the interpretation of the play as a whole fair (10), good (20), excellent (30)?

NOTE: Interpretation to be understood as the meaning of the play as brought out by the actors and the degree to which the audience realized it.

There is a difference in opinion concerning the method of presenting the judges' decision. In some cases the judges are required to sign their scorings and hand them to the chairman of the tournament committee. In other instances the judges meet for a short conference and discuss the matter before the final decision is made. These are questions which must be left to the tournament committee to decide. In case the judges use the formal method of turning in their reports, we strongly recommend that the chairman open the sealed envelope, in which the scores have been placed, in the presence of at least one judge. This formality protects the committee from any criticism. For, as we have said elsewhere in this article, tournaments are apt to breed a partisan spirit that is not above making itself felt in unpleasant ways.

A tournament that culminated in an unusually happy arrangement is described by Miss Dorothy C. Enderis, Director, Extension Department, Milwaukee Public Schools.

"We are topping off a most interesting dramatic contest tonight with a party at which the judges will discuss the various plays. The judges have picked from each cast the members who seem most promising and with these as a nucleus we are organizing an all-city dramatic group with which we can do experimental and intensive work. We are calling the same the 'Milwaukee

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Spiritual Fellowship With the Unknown Soldier

Courtesy Boy Scouts of America

In cities everywhere we find them serving

By E. B. DEGROOT

Secretary
Boys Work Committee
International Rotary

NOT BY NAME, rank, creed or class, do we know who he was in life. All that we know about the Unknown Soldier is that he was a member of the A. E. F., that he faced the issues of good citizenship on the battle front, and that he gave the last drop of devotion to the common cause. We pay homage at his shrine because he symbolizes all that we know and feel about faith, courage, devotion, patriotism and sacrifice in the interest of the common good. But what mockery it is to thus designate and pour out our praise and supplications at the shrine of the Unknown Soldier, if we fail in peace time to do substantially what he did in war time! The generals and other officers played their conspicuous and devoted parts in the World War, but in the last analysis the War was won by the allied forces because of the devotion to duty of the Unknown Soldier. It is just so in peace time. Our public officials may be ever so devoted and brilliant in their service to the common cause, but if the Unknown Citizen fails in spirit and practice to give of himself as did the Unknown Soldier, the social, political and economic battles of peace time will be lost to the forces that stand as the enemies of good government and the social health and security of the nation.

Having observed, in many situations, the Civic Service work of Boy Scouts, I am prepared to say that we have in the ranks of Scouting a countless number of boys who do indeed carry on in the spirit of the Unknown Soldier, in the interest of the common good of their communities and the nation. For the most part, Boy Scouts who do civic service work for their communities are unknown and unsung. They go to the front and stick to their posts until the day is won in all sorts of civic, social, educational, philanthropic and patriotic enterprises, in the interest of the common good. Thus they not only express good citizenship in the service they render, but they enter into spiritual fellowship with the Unknown Soldier. Here are four stories, told in brief, of actual happenings which illuminate the theme of this article.

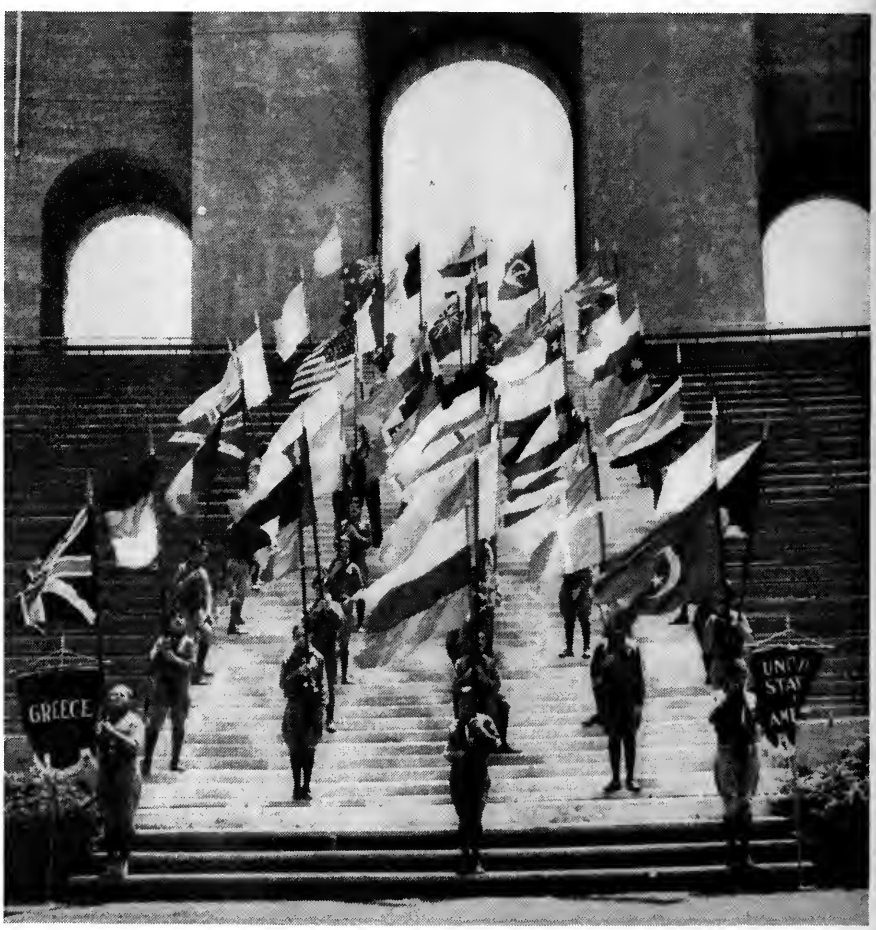
Unsung Services

An international hero is on his way to town. The Mayor of the city and the Governor of the state announce a great public reception in his honor. At once the emotions of more than a million people are aroused to great heights. A public park in which there is a big grandstand is selected as the place for the public reception.

Thousands of people will soon surge into the park to see and hear the international hero. Hurried preparations are made not only for a fitting reception but for handling the crowd. Thousands of school children are to be given a preferential place in front of the grandstand. Heads of the police and military organizations of the community hold a conference to perfect plans and make assignments for handling the procession and the crowd. It is discovered that with all available policemen, firemen and military forces on the job, there is still need for organized and trained men to do many things. "How about the Boy Scouts?" "Just the group we need to complete the arrangements," said the generalissimo in charge of the preparations. More than a thousand Boy Scouts are willingly pressed into service—to do what? Not to wield the authority of policemen; not to escort the dignitaries in the procession; not to parade in mass formation like the boys of the R.O.T.G.; not to guard points close to the speaker's stand where they could see and hear advantageously to themselves; not to strut on dress parade and thus "steal the show," in part, for their unit. Boy Scouts serve beyond the range of newspaper cameras; beyond the range of the voice of the international hero; beyond the glamour of military pomp; beyond the focal points of intense interest. They are the Unknown Soldiers of the occasion. They are the reserves who guarantee the success of the plans of the generals. They are mighty in their inconspicuous service in the interest of the common good. They leave the field of action unsung and unknown, but the generals in charge know that the Boy Scouts have rendered a volume and a quality of unselfish service without which there might have been serious breaks in the ranks of an orderly and happy public assembly.

Because of favorable climatic conditions, the outdoor Easter Sunrise Service has reached stupendous proportions in several cities in California. In one of the cities of Southern California there is a great natural amphi-theatre, called a Bowl, nestling in a gulch formed by the surrounding hills. The seating capacity of the Bowl is 20,000, and the hillsides forming the Bowl furnish standing room for countless other thousands. Into this Bowl is projected the Easter Sunrise Service. Preparations for handling 50,000 people and 15,000 automobiles are perfected in advance. Boy Scouts are called upon to stand by the management—take full charge of ushering, assist in parking automobiles; direct traffic upon the main and secondary arteries of travel to the Bowl, establish and man first aid stations

At the Tenth Olympiad Boy Scouts performed invaluable service in helping to handle the vast crowds.



Courtesy Boy Scouts of America

and otherwise "Be Prepared" to meet the emergencies of the occasion.

A special detail of more than one hundred picked Scouts arrives at the Bowl the night before. They sleep under the canopy of the heavens, and in the light of the twinkling stars everlastingly associated with the heralding of the birth of the Christ. These Scouts are up at three o'clock next morning and go to their several posts of special assignment, chiefly that of directing the efforts of hundreds of other Scouts upon their arrival for Civic Service duty. On come the throngs of people. Courteously, calmly and unobtrusively, and with no other authority than the Boy Scout uniform, people are guided and directed in orderly assembly. Members of the great chorus need help in finding their places. They turn to Boy Scouts and find ready assistance. Old people who have trudged their way to the Bowl drop from physical and emotional exhaustion. They are taken out of the paths of traffic and are adequately cared for by Boy Scouts. Traffic jams of automobiles are untangled by the calm direction of Boy Scouts. Way is made through the crowd for the dignitaries who arrive late.

Soon the Easter Sunrise Service is on and concluded. Once again Boy Scouts swing into action in almost countless ways. Once again the Bowl is empty and the surrounding hills have regained their natural state. The hundred and more picked Scouts who have camped there overnight, and given direction to hundreds of other Scouts, gather up their blankets and start for home, tired and hungry, but happy. They have seen 50,000 people give beautiful expression to the culminating item of the Scout Law, and they have rendered the fullest measure of Civic Service duty to that end. They are only Boy Scouts on Civic Service duty, unknown and unsung, but nevertheless they are participating citizens who have helped to engineer and manage a great community enterprise. They have rendered such valuable service as to gain for themselves spiritual fellowship with the Unknown Soldier.

The Community Chest, in a city of over a million population, is in the throes of planning its annual campaign for funds. The Chest in this city has never reached its goal, and this year there are to be extraordinary efforts to go over the top. Every organized body in the community has been appealed to lend aid. The Boy Scouts are not new at the job, for year in and year out they, in good number, have been the chore boys for many weeks prior to and throughout the Chest campaign. To gain a certain psychological effect upon the public, the campaign managers wish to place in a house-to-house distribution a striking campaign booklet, all in one day and just at the moment of opening the campaign for funds. It will cost the Chest several hundred dollars to hire the job done in accordance with the plans outlined. How can the house-to-house distribution be done, thoroughly and at no expense to the Chest?

Boy Scouts are the answer to the problem. They are recruited and organized to cover the entire city in one day. They distribute in house-to-house visitation 250,000 campaign booklets. Computing their time at no more than twenty-five cents per hour, Boy Scouts save the Community Chest no less than $600.00 on this one job . . . . and that just one of many jobs done for the Chest extending over many weeks of consecutive and faithful service. That year the Community Chest campaign goes over the top for the first time. Unknown and unsung, Boy Scouts have played the part of participating citizens in a great community enterprise. They receive no loving cups, medals, scrolls or parchments for the service rendered, but the thoughtful men and women of the Community Chest organization know that the Troops and Patrols from whence these Scouts came were producing "men" — Community-minded and community-service citizens; men like unto the Unknown Soldier.

The Tenth Olympiad of the world-wide Olympic Games is being held in Los Angeles. The games are for amateurs, but their conduct and management is in the hands, in the main, of a vast army of professionals. There is nothing for Boy Scouts to do directly to aid in this great enterprise. Olympic Village, where nearly 2,000 athletes live, is guarded and serviced by paid workers. All of the ushering at the stadium is in the hands of paid men. The games are, in the last analysis, a stupendous financial enterprise. They must earn more than a million dollars to pay the

(Continued on page 591)

The Boy Scouts of America, in adopting a ten year training plan for the boys of America, has set for itself a gigantic task. In the achievement of this objective all who believe in scouting may help. To this end the organization asks the cooperation of all American citizens in helping to carry through its plan for the good of the country.

The Costume Cupboard

By HESTER PROCTOR
Supervisor, Educational Dramatics
San Francisco Recreation Commission

With drama as important as it is in the recreation program, many recreation departments are making special provision for the care of costumes.

"COSTUMES!" Magic word that conjures up in everyone's mind innumerable memories of gay good times. Every child and most grown-ups as well, never lose the thrill of "dressing-up," whether it be in something old-fashioned and different, or in a dress of the latest style.

The San Francisco Recreation Commission has equipped a building for the use of the Dramatic Department in which all costumes are made, dyed and stored. The building is of one story with skylights admitting light, air and sunshine. At one end are tubs, a gas plate and all facilities for washing and dyeing costumes. At the other end is the office equipment, such as a desk, telephone, and files. We also have a factory sewing machine which is a constant joy because of its speed and reliability.

On each side of the building are cupboards in which the costumes are kept. On one side the cupboards have shelves on which are piles of bloomers of many colors and skirts of various lengths. In fact, anything that is not hurt by folding is stored on these shelves. On the other side the cupboards have rods on which are hung the court costumes and such others as are not easily folded. On top of the cupboards are stored lights and many stage properties.

This building is the outcome of many years' work and planning. At first the costumes were kept in a closet at the City Hall. When this became too small they were moved to the attic of one of the field houses with a club room used for sewing. This also was found to be unsatisfactory, and the only solution seemed to be a building such as we now have.

Originally most of the costumes were made by the playground directors, who met and sewed at the building on rainy days and free mornings. At times the children and parents helped in the sewing, but the bulk of the work was done by the directors who use the costumes. One playground mothers' club made and altered all costumes used by that playground. For over a year the costume making has been very differently handled.

A year ago last summer the city needed occupation for many unemployed women. Some of these people could sew and since that time there has been no lack of women who have made costumes in return for the necessities of life. They have been a most willing and cheerful lot of people who have become interested in recreation activities and are now spreading our usefulness abroad. They have greatly enjoyed seeing the costumes which they have made used in programs. There have been from four to eighteen women a week, and in the year and a half an approximate total of 462 people have been anything but unemployed for the time of their assignment at the Drama Studio.

In dealing with large numbers of costumes there are, of course, many details to be considered. The first of these is the budget, which is so often a limited one. In costumes one must find material that is substantial and yet gives the

In San Francisco an entire building has been set aside for the storing and care of the thousands of costumes used by the Recreation Commission.

desired effect. We have found that a good quality cheesecloth and unbleached muslin dye, wash and wear well, besides being adapted to many types of costume. They can be stenciled, made over and dipped many times. Paper cambric is also useful but fades if washed frequently. Ginghams and other light-fast materials are much more satisfactory in a place such as this, where costumes are used often and washed between each wearing. For court costumes sateen has the necessary richness and yet it can be dyed and washed.

For spring pageants where flowers predominate we use crepe paper. For waists we use sateen with a cheesecloth foundation skirt. On this we sew the paper in the desired form and color. In this way, when the paper becomes torn it can be ripped off, the garment washed and new paper sewed on when needed. We found this a very satisfactory use of crepe paper.

After several years of collecting costumes there are now about three thousand from which the playground directors may choose whatever is suitable for their performances. The costumes are loaned only to directors of municipal playgrounds. Usually the director needing costumes comes to the dramatic studio, as we call the costume building, and with whatever assistance is necessary, picks out the desired costumes. These

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Giving the City Charm

By our planning of park areas we add charm to a city or rob a city of it.

By F. N. EVANS
Superintendent of Parks
Sacramento, California

WE HEAR and see so much of the more spectacular side of civic improvement that we are apt to forget the simple term "charm." I sometimes think that we even get into the habit of clapping our hands to our pocketbook whenever we hear of "municipal well being" as though it always meant increased taxes.

Along comes the thought of "Giving the City Charm," and strange to say we are dealing with something that although it is one of the most precious attributes of a community, costs nothing.

What Is Charm?

Often the first thing a speaker does is to define his subject. It is not easy to define the word "charm." It is one of those terms like "goodness" or "charity." One sees the results of it. It is something like trying to define a soul or the omnipotent spirit.

Would you say that a city's charm had to do with the impressive side of city making? No. Though it may accompany splendor sometimes, it is on an humbler and more simple quality. Perhaps we can get at it just a little closer by trying to answer what is charm in a human being.

I am thinking of a play I saw quite a few years ago in New York. Maude Adams and Richard Bennett played most delightfully Barrie's play, *What Every Woman Knows*. Perhaps it was the hero, John Strand; perhaps it was someone else who asked the winsome Maggie the question point blank, "What is charm?" Maggie replied, "Oh, it's a sort of bloom on a woman. If you have it you don't need to have anything else, and if you don't have it, it doesn't much matter what else you have."

Now there is this to reflect about. The situation, both for people and for cities, would be discouraging could a certain amount of charm not be acquired if one goes about it in the proper way. Do not suppose that a city's chances of charm are lost if it is not sprung to life with charm at the start. And babies, alas, are not all born with a charm that will stay with them after they acquire a personality.

While in the human being charm may be said to come from demeanor, breeding, manners, as a sort of aura that goes with pleasantness and an adaptable disposition, in a town or city it is the atmosphere that comes of taste, a frank handling of the materials at hand, an orderly arrangement, and a courage to be individual without freakishness. One finds charm in parts of Old Monterey, with its view of the old cypress trees overshadowing the old Custom House. We find it in some of the old adobes there. Here it is a charm of simplicity and age. We find charm in some of our modern residential subdivisions where homes are built without undue ostentatiousness, where grounds are well arranged and planted attractively. Here it is a charm of harmony, of tasteful building, and of good arrangement.

In Sacramento there are many street trees, which offer beautiful and unusual street pictures, as well as abundant shade in summer. In that city, too, the camellia bush grows unusually well. The residents pride themselves upon their street trees, and upon the camellias. Here it is the charm of individuality—of the unusual.

I think of the source of charm of some of the older parts of Boston and old world cities which I have visited. The streets were winding, some of the shops and closely built houses did one thing and some another. The whole scene took liberties at every turn, and one found one's self hastening on to discover what interesting sight might be just around the next corner. Here it was the charm of the unexpected. The charm of anticipation. The feeling that the whole city held promise to the imagination. At Brookside Park in Pasadena there is to be found charm, particularly in the actively used portions. And that is an acid test for parks and playgrounds.

Now what is the application of all this to the recreation person? To make these considerations of value we need to apply them to ourselves and to our work.

Parks Are Recreation Areas

We are witnessing a change in terms and a change in aims and motives in recreation work. For example, parks have become known as recreation areas, an important subject of discussion for recreation workers. While the word "park" and the word "playground" will always have a distinct meaning, both are recreation areas and there is no park, no matter if it is only a doormat size and with room for only one tramp to sit in, which does not have its recreational value. We may say its use is to look at, but no park is just to look at. It has a recreative value if only for that one tramp!

The element of recreation is pervasive. It enters into all public pleasure areas. It is only a question of how active a type of recreation may be offered, and how demanding the person who haunts it may be for bodily exercise.

I speak as a park man, but I pray continually for the ability to get the playground man's point of view, too. It is highly necessary for the park man and the playground man to get on the same side of the fence. I may say that I pray continually that the playground man may get the park man's viewpoint. What a boon it would be on both sides! Is that putting it too strong?

Sometimes in the past a situation like this has been noted in some of the cities I have visited. We use here extreme viewpoints, of course, to illustrate the point. Says the playground man, "The park man thinks only of his flower beds and keeping the public off the grass," and the park man says with equal vehemence, "There goes the playground man putting a fenced-in corral in the most beautiful part of the park scene." Both need to get on the same side of the fence, or possibly each needs to exchange sides for awhile.

Any landscape scene, no matter how lovely, is helped by the presence of people in it. Did you ever examine the pictures in an art gallery? You will notice there are few if any scenes of nature unassociated with human interest. We see the rustic fence or gate, the result of man's handiwork. We see the cottage on the hillside—the lone fisherman, and so on. It takes the suggestion of a human being somewhere to give the landscape interest. Just as the delightful gardens of the palace of Versailles were designed under Louis XIV's direction with the idea of their appearance being augmented in attractiveness by the presence of hundreds of guests wandering about in

"Charm is elusive but it is not too hard to woo and win. It concerns itself with using simple elements with taste in arrangement-getting, harmony-avoiding discord. By attempting to do this we usually secure beauty. At least we shall avoid actual ugliness."

them, so the park designer should consider that the parks are made for the people and not the people for the parks.

We want people in them by the score—by the hundred. Parks cost a lot of money and they should be used so that the city may get its money's worth out of them. When I say "used" I do not mean "ab-used." This sometimes happens. Parks should be used as well as looked at. There is no finer sight on earth than to see happy people at play. I may be an extremist in liberality, but I find it hard always to agree with the park caretaker's attitude when he fears all the boys ruin all open areas.

On a number of occasions one of our good and faithful Sacramento park men, who cares for a certain city square, comes to my door. The moment I see him I know what he is after and before he opens his honest mouth I say, "I know, Charlie, the boys have been wearing your plaza out again. Well, just soak that place where they play so much and they will move to another spot."

"What!" he says, perplexed at me, "and let them wear out another place!" and I say soothingly — only it doesn't soothe Charlie — "As long as the worn patch doesn't show up terribly from the street, don't you think we'd better let the boys play?"

If any of you are park men, you know that if you see a much worn trail caused by hundreds of feet crossing through a lawn you may just as well put in a path first as last. It is a good deal the same with play spots.

You and I, dealing with public open spaces, can do our share in "Giving the City Charm." Let me propound a problem in logic to you. If it is true that one of the finest sights in the world is to see children at play, and if parks afford many opportunities for the establishment of play spaces, is it not best so to place and arrange and handle our play spaces that while giving all the room that is needed for play, they add to rather than detract from the park's appearance?

Playgrounds Can Add Charm to Parks

It can be done. Play apparatus can be put in a city square without ruining it. If one insists on a wire fence to go with it, that may be another matter. Stockton has done it with excellent effect. There is just enough apparatus to provide for needs, no more. San Jose has a fine playfield with a park-like edge, a beautiful example of what other cities might do. Charm may, and should, go hand in hand with recreational development. An area need not be ugly because it is a playground. Some play directors, I fear, defend an unsightly area by saying that it is safe and useful. So is a broom useful, but one does not drag it into the parlor when company comes.

In Colorado Springs recently a downtown area that was about as useful as a doily over a chair as far as serving any real purpose was concerned, was made over so as to provide recreation for rocque, chess players, bowls, horseshoes, and other things. Whereas aforetime it had two hundred visitors a day, now it has five hundred, and I understand that the appearance of the place is not harmed in the least by the operation.

We should have more major operations.

Several years ago I stepped off a trolley car in Philadelphia near Fairmount Park, one of the largest and one of the most used parks in the country. I cut through from the car to the park by a path, and though I spent the whole day in the park photographing and studying it, the picture that lasts most strongly in my mind was the first one I saw. I came upon a broad lawn surrounded by trees, and there in the middle was a wading pool with a hundred children wading and laughing and splashing in it. Did the playground detract from the charm of the park? No, it added to it.

When we see how well the problem of locating playground facilities in a park is handled in Brookside Park at Pasadena, we realize that this is done through an evident careful cooperation of officials and planners in working out problems of use and appearance.

Let us not lose sight of the value of charm to our cities. It is one of the most precious assets our communities can possess. What is it that takes thousands of Americans to Europe each year? Is it to see the banks, the factories, or the business establishments? It is, you will grant, to absorb the charm of those places where needful things have been made beautiful.

As recreation officials you have it in your power to detract much. You may make or you may mar. Look for your opportunity and meet it thoughtfully when it comes!

On St. Patrick's Day

When green's the only color and the shamrock's supreme!

THERE IS NO limit to the good times which the St. Patrick party offers. No other occasion affords such opportunity for the exercise of the famous Irish wit. And what decorations are more effective than the green and the shamrocks of Ireland?

The 17th of March in the avenin'
Has been chosen by a few
To have a good old Irish fight
And we're inviting you.
Please come all ready for the fray;
We want you on the scene.
You'll find the place quite aisily;
'Twill all be trimmed in green.

The Guests Arrive

Such a device as the following may be used if desired to keep the guests in teams and facilitate the playing of group games:

As each guest arrives he may be assigned to one of four families—the Murphys, the Maloneys the Mulligans or the McCarthys, keeping the groups as even in members as possible. Each family has its own insignia: Murphys—band of green around the arm; Maloneys—large green run around the neck; Mulligans—tall green dunce hat; McCarthys—green bow under the chin.

As the guests arrive a letter is given each person which he is asked not to show to anyone else. When all the guests are gathered the signal is given to begin. The first group to form the words "Saint Patrick" wins. These sets of St. Patrick letters are made, either cut out or just written on printed pieces of paper, and there are enough for all participants. Be sure that if forty-eight people are present four complete sets are distributed.

These family or St. Patrick groups may act as teams during the entire evening.

To match partners, potatoes cut from brown cardboard are hidden, the girls' in one room, the men's in another. On the men's potatoes questions are written to be answered by some word or words or expression containing green written on one of the girls' potatoes. After finding a potato, each man searches for the girl who holds the answer to his question. She becomes his partner either for the next game or for refreshments.

Questions

1. A delicious apple.
2. A plum.
3. A tree.
4. Mountains in Vermont.
5. A place where flowers are kept.
6. An inexperienced person.
7. A dealer in fresh vegetables.
8. A kind of a green we all want.
9. A bird.
10. A poison.
11. A famous artists' colony.
12. Jealousy.

Answers

1. Greening.
2. Green gage.
3. Evergreen.
4. Green mountains.
5. Greenhouse.
6. Greenhorn.
7. Green grocer.
8. Greenback.
9. Green finch.
10. Paris green.
11. Greenwich Village.
12. Green eyes.

Before the refreshments are served a large hat (green) is brought around. Each girl picks out a small green hat while each boy picks out a white pipe on which numbers have been written. The boy finds the girl with the corresponding number on her hat and they become partners for refreshments.

Games

Pig in the Parlor. If the family idea is used one family at a time forms a circle, facing the center with feet astride and touching the foot of the next player, while the members of the opposing families try to roll a ball or balls into the center from the outside, getting the pig (balls) into the parlor. The family or group whose parlor remains pigless for the longest time wins.

Irish Relay. Families or groups form in files, each file facing a pencil and paper on a table or

some hard surface on which to write. On the signal to begin the first person in each row runs to the pencil and paper, writes a word, then carries the pencil back to the second person in line who runs up, writes another word, etc. The first team to finish the sentence, "There is nothing too good for the Irish" wins.

Snatch Paddy's Pig. Each group forms one side of a large square. From left to right each family is numbered or given such names as Pat, Mike, Jerry, Kitty, Maggie, Kathleen, etc. The leader calls out the numbers or names and four players respond, one from each family or group who attempts to get the "pig" back to his side. Score is kept. One point is scored each time the pig is brought over the line or if one side catches the snatcher. Two groups may be used with a smaller crowd.

Shamrock March. Contestants are lined up as for a relay game, the first in each line being given two large cardboard shamrocks. The signal to start is given and each of the first contestants places his foot on one of the shamrocks, places the other shamrock one step ahead and then puts his other foot on that, takes the other foot off, puts that one step ahead and so on, continuing in this manner to the goal. They now run back giving the shamrocks to the next in line. Contestants are not allowed to shuffle along with both feet on the shamrocks or to step off them.

Pig-Tail Race. Each group is in file formation. About twenty-five feet away is a pig-tail, one for each group, braided with two shades of green and one white strip of cambric one yard long. On the signal to go the first person in line runs up, unbraids the plait, braids it again and runs back to tag off number two and so on. The line finishing first wins.

Irish Potato Snatch. Players form a circle around potatoes which have been placed in the center on the floor. (There is one less potato than the number of players.) When the music stops each player tries to snatch a potato. After each snatch one potato is removed with the player who did not secure one. These players sit down on the side and clap their hands to the rhythm of the music. The last one in the circle wins.

Pat's Hat. A large hat is cut from green cardboard and pinned to a sheet which is hung over a door. Each person in turn is given a shamrock with a pin and attempts, blindfolded, to pin it on Pat's hat.

Snakes St. Patrick Drove Out of Ireland. A pencil and paper are given each person on which to write down the answers to the following:

1. Worn a few years back in winter time by women—Boa
2. Worn all the year around—Garter
3. Baby plays with it and never gets hurt—Rattle
4. An Indian wears it with comfort—Moccasin
5. Indian head penny—Copperhead

Matching of the Green. Six or eight samples of different shades of green material are chosen. These samples are cut in half, numbered and hung about the room. A key of the matching pieces is kept by the leader. Paper and pencils are given the players who attempt to match samples using the numbers, such as 1-12 are from the same piece. The person with the nearest correct list wins.

Irish Juggling. For this trick provide four shamrocks and four pipes cut from cardboard. The leader tells the players that they must arrange the eight cards in such a manner in their hand that when they put them on the table, one at a time, by placing a card, slipping one to the bottom of the pack, placing a card on the table and slipping one, etc., the cards will alternate a shamrock and a pipe, a shamrock and a pipe, etc. The trick is to arrange them in the following manner: two shamrocks, one pipe, two shamrocks and three pies.

Shamrock Confusion. For this stunt three shamrock are used. The one who is starting the game puts the three shamrocks on the table. He then picks them up, counting each one aloud as he does so, saying slowly "one, two, three." Then he lays them down again, counting "four, five, six." Next he picks two of them up, saying "seven, eight." There is one shamrock left on the table. He then hands all three of the shamrocks to another player and tells him to see if he can count them just as he has done and have only one shamrock on the table at the end of his count of eight.

Fortune. Each guests receives an Irish potato. The number of eyes in each potato is indicative of his fortune. A chart on the wall tells that (1) means foes; (2) presents; (3) friends; (4) beau; (5) travel; (6) courtship; (7) wealth; (8) broken heart; (9) happily married; (10) single blessedness.

Blarney Race. Partners face each other across the room. At a signal those on one side of

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Wanted - Old Buildings!

They may seem hopeless at first, but you'll be delighted with the result.

Two things have been outstanding in developments in local recreation programs as recreation departments have faced decreased funds. One is the ingenuity which is being shown by many recreation workers in using existing facilities which normally would not be thought of as possible assets. The other is the remarkable increase in facilities which made work programs have made possible. In this brief article mention is made or some of the new recreation centers in the acquisition of which both ingenuity and the wise planning of made work programs have had a part.

On December the eleventh, Toledo, Ohio, opened its first city operated recreation building with addresses by the Mayor, a representative of the Council of Churches and the editors of three daily newspapers, and with the announcement of a schedule of activities for children and adults which will keep the building occupied from 10:00 A. M. to 11:00 P. M.

Last October the city turned over to the Recreation Department a well built three story brick building in a congested neighborhood formerly used as the medical school of Toledo University. Through relief labor the building was cleaned, painted, repaired and remodeled from cellar to roof. Plantings were set out in a small space between the building and sidewalk. The rooms were furnished almost entirely by gifts from individuals and organizations. The Mayor supplied gymnasium equipment; luncheon clubs equipped rooms for club meetings; one citizen provided tables and one hundred chairs for a large meeting room, and individuals gave a piano, radio, office furniture, clocks, pictures and games. The city library established a branch. One room was equipped as a reading room with papers and periodicals. Another was furnished for musical groups. A third was set aside for card and table games, while a fourth was devoted to handball. There was no stage and no room large enough for basketball or team games, but the eighteen available rooms furnished opportunity for many activities.

Regular groups include a young peoples' orchestra, children's classes in games and dances, gymnasium classes for men and for women, and opportunities for an individual to enjoy pool, handball, woodworking, reading and similar activities. Special activities have included a course for leaders in social recreation with seventy-five representatives of churches, settlements and young peoples' organizations, and a course of lectures.

A Garage As a Social Center

In South Orange, New Jersey, half of the City Garage has been converted into a social center for the unemployed and others interested in attending. By assigning one of the workers to night duty, the problem was solved of having someone present all the time without additional cost. Since the place is already heated the only expense is sixty cents a night for electricity. Games, magazines and a radio have been donated and passes to motion picture theatres and football games have been provided.

A Fraternal Hall Becomes a Recreation Center

Old Moose Hall in Belleville, New Jersey, has been taken over by the Recreation Commission and is being developed as a recreation center. The owners of the building have rented to the Commission two floors and are supplying the lumber for the erection of handball backs and other apparatus and for repairing the building. All of this work, including special wiring, was done by the unemployed.

The program provides periods for every age group and an afternoon and evening for colored citizens. On the first floor

there is an entrance hall and combination gymnasium and auditorium with stage and balcony; on the second floor a large room about forty feet square and another room approximately half this size. The large room contains a ping-pong table —two more tables are being made—and one card table. Benches will be placed around the wall. Adjoining is the exercise and play room with gymnasium equipment.

A minimum of ten men have been assigned from the unemployed to aid the Superintendent of Recreation, and a schedule has been made out which makes it possible for the building to be open from nine in the morning until eleven at night. A local paper, reporting on the progress of the project, speaks of it as "an employed and unemployed center planned by the employed, built by the unemployed and used by both."

Centers in Other Cities

In Lima, Ohio, a community center has been opened for the unemployed under the auspices of the Recreation Board. The center occupies an old building, vacant for a number of years, which was once an armory and is now owned by the Knights of Pythias. The building which has been cleaned and reconditioned by unemployed labor, includes a gymnasium 180′ by 120′, balcony 40′ by 120′, and two rooms about 20′ by 20′ which are being equipped, one as a reading room, the other as a quiet game room. The balcony will be used for such games as ping-pong and pool, and a radio will be installed here. Much of the material, furniture, books and games has been donated. Tickets will be given to those registered at the employment bureau. They will be used merely for identification purposes and will not be demanded for admission.

In Paterson, New Jersey, a building owned by the city has been secured by the Board of Recreation for the use of the unemployed. Eight men from the Emergency Unemployment Bureau have been assigned to prepare the center for use. Rooms for reading and for quiet games will be provided. The second center, a vacant store, has been secured through a building loan association.

To help meet the needs of the younger unemployed men in Liverpool, England, the Council of Voluntary Aid is establishing centers on Merceyside known as Service Clubs. There are now over thirty of these Clubs, or occupational centers, housed in various buildings. Two are in disused industrial schools; others are in stables, haylofts, garages and in a derelict club. In starting a center a nucleus of about a dozen young men is chosen. These members do as much as possible of the necessary repairing of the buildings, and all the painting and decorating. The two occupations with which all centers begin are carpentry and cobbling. Then come clothes repairing, lino cutting, toy making, wool mat and rope mat making, metal work, book binding and carpet weaving.

A request has been placed with the United States District Attorney to make available to the Board for equipping the centers some of the furniture taken in raids of speakeasies. Both centers are located in sections badly in need of such buildings.

In East Cleveland, Ohio, forty-five unemployed high school graduates have established club rooms in a garage. The project is being sponsored by the East Cleveland Commission on Unemployed Young Men, including the Y.M.C.A., school and church organizations. The garage will be used for the present only as a recreation room but later it is planned to add a steam presser and a carpenter shop for the use of the members. The group has been formally organized with elected officers.

Centers have been established in a number of the communities of Westchester County, New York. In Ossining, for example, a building provided by the Board of Education has been taken over by the Recreation Commission which has a gymnasium and various game rooms. Another portable building belonging to the schools is also available.

In an old building next to Madison House, New York City, a group of older boys have established headquarters which they have furnished and decorated. Here they are carrying on a crafts program and are making book shelves and other articles which they are selling whenever a market can be found. For their athletic and social activities they are attending Madison House.

"Free Time Activities for Unemployed Young Men," issued by the Association Press, New York City, tells of the rehabilitation of an empty storeroom in Yakima, Washington, as a center for unemployed young men. The free use of the room was secured from the owner. Furniture stores were asked to supply used tables and chairs, and folding chairs were secured from the Chamber of Commerce and park benches from the city. A radio was loaned by a hardware store and a piano by a music house. Games, magazines

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The Need for Recreation Buildings

A significant prophecy from the American Institute of Architects

"We are going to turn our attention to parks, municipal and national, and to the building of swimming pools, outdoor gymnasiums and country hotels."

A CHANGE will take place in buildings, and "this change will be not only in style but in kind," it is declared in a report of the Committee on Industrial Relations of the American Institute of Architects, of which William Orr Ludlow is chairman.

"The increase in leisure time will create a demand for the kind of building that leisure time will need. The kind of building that will be required first will certainly not be the skyscraper. Dwellings and institutional buildings, schools, hospitals, churches, and similar non-commercial buildings will probably lead the way.

"There is, however, a new factor in the situation that will mean building along another line. The new factor is shorter hours of labor and longer hours of leisure. A 'five-day week' is practically an accomplished fact, and perhaps the 'four-day week' is just around the corner, for we shall keep on inventing machinery to replace handwork.

"Whether the outcome is 'five days' or 'four days,' the average man and woman will have an unprecedented amount of leisure time that is going to be filled with recreation and amusement. Already the automobile has changed our manner of living, and it will be the means of making the greatest use of out-of-doors and the buildings that go with it. The time is not far away when the heart of our great cities will be abandoned as places for residence, and will be given over to office buildings, centers for the distribution of freight and passengers by rail, bus and airplane.

"Amusements, shops, and residences are already beginning the process of decentralization, as one can readily see by the establishment in suburban towns of branches of our department stores, of moving picture houses and legitimate theaters, and by the popularity of out-of-town apartment houses. Even in these times, when there is apparently no money for building, people have been building private residences in suburbs and country.

"City congestion reached its limit in 1929, and the many nostrums which simply seemed to make the disease worse are giving away to the obvious cure—taking the people away from the city and not into it. It is probable that skyscrapers will not be built for many a long day. We are going to turn our attention to parks, municipal and national, and to the building of swimming pools, outdoor gymnasiums and country hotels.

"The additional leisure will also promote buildings of many sorts for indoor recreation and amusement. Theatres and movie houses will flourish, great gymnasiums for football, baseball, tennis, skating and the like will be built to make outdoor sports possible indoors, for winter and at night. Our colleges, schools, hospitals and charitable institutions are even now at full capacity, and better times and more available money will bring about a great expansion of these and the new housing necessary to accommodate them.

"Wiping out the Eighteenth Amendment, without the return of the saloon, but with more general leisure, may well bring about the European way of drinking, and we shall be building beer gardens, dance pavilions, and music halls.

(Continued on page 593)

Courtesy Detroit Recreation Department

World at Play

Mexico Profits by Recreation Congress

STIMULATION of recreation and physical education work in Mexico has resulted from the Mexican participation in the International Recreation Congress held in Los Angeles last July, states a Mexican newspaper. This is particularly true of Monterey, the capitol of the State of Nueva Leon, which sent six delegates to the Congress. The Director General of Public Instruction is planning a series of sports events for adults. There is a particular interest in distance running in the five, eight and ten thousand meter events. A new building for the Department of Physical Education contains two gymnasiums, one large enough to accommodate three games of basketball for practice periods, or to accommodate one game and 2,500 spectators for exhibition purposes. The building contains also dressing rooms and showers for men, women and juvenile work. The entire plant is to be used for social recreation as well as for athletics. The new building occupies an entire block adjoining the Plaza de Zaragoza, and will cost 125,000 pesos. It is expected to be the most complete recreation structure in the entire Republic of Mexico.

A College to Teach Use of Leisure

BUTLER University in Indianapolis, Indiana, has scheduled courses for the utilization of leisure. Hobbies and avocations will be encouraged by the courses which have for their purpose the preparation of individuals to utilize to the fullest the spare time that will be theirs in the new social order predicted. These courses will be offered during the evening so that employed as well as unemployed may take advantage of them. Gardening, astronomy, photography, radio, birds, politics, appreciation of art and after dinner speaking are among the studies outlined. Other courses will encourage interest in religion, philosophy, the languages, history, psychology and the laboratory sciences.

Construction Projects in Los Angeles

A SUMMARY of construction projects undertaken by the Los Angeles Playground and Recreation Department in 1932 shows a total of $451,937 spent in improvements to the municipal playgrounds and recreation centers effected under terms of the Department's $1,000,000 unemployment relief bond issue voted in 1931. The balance of the bond fund was applied to the construction program of that year. The projects included the swimming stadium, seven community buildings and field houses at the municipal playgrounds, with three additional structures of this type being erected at the present time. In addition, a dozen tennis courts were installed together with other facilities, such as wading pools, children's play apparatus, and adult recreation facilities. A number of existing build-

ings and facilities were repaired and remodeled. Municipal beaches received extensive improvements, Cabrillo Beach having been developed into one of the finest seaside recreational areas on the Pacific Coast through the addition of a bath house and community recreation building, walks, drives, landscaping, pergolas, picnic facilities, and children's playground.

From Swamp to Playground—Hellrung Playground in Alton, Illinois, is the only play area in the city definitely set aside permanently as a playground. One hundred fifty yards long and about 100 yards wide, it is located in the inside of a block. A short time ago it was a dump full of stagnant water. With the help of twenty-five unemployed men who worked for nearly a month, the dump has been converted into an attractive ground. Interested citizens in the neighborhood have conducted a campaign to secure funds to purchase two adjoining lots.

Made Work Projects—A new nine hole municipal golf course is nearing completion in Baltimore, Maryland, ten years ahead of time because of the unemployment relief program. Two hundred and sixty acres at Mount Pleasant Park, purchased several years ago and originally intended as a bird sanctuary, have been cleared of underbrush and converted into a golf course. The budget of the Park Department would not have made this possible had it not been for the labor furnished by the Emergency Work Bureau. From 400 to 700 men have been given work through the project.

San Diego, California, has also been making use of relief labor which has resulted in the building of a new golf course, bridle paths and other major features in Balboa Park, the construction of a new district playing field and swimming pool which when completed will cost nearly $90,000 and will give the city one of the finest playing field parks on the Coast.

In the winter of 1931-32, $5,000 was raised in Red Wing to provide work for the unemployed. The project chosen was the landscaping of the old stone quarry in Memorial Park. The former quarry is now a beautiful rock garden with parking places where visitors may view the landscape for miles up and down the Mississippi Valley.

A Church Centered Recreation Institute—With church executives and recreation leaders of many different denominations participating, the Los Angeles Church Centered Recreation Institute was held January 19th and 26th. Demonstrations of recommended activities for churches were held and there were addresses on such subjects as cultural activities in the church program and service activities for church young people. The institute was sponsored by a committee representing churches of all denominations and the city's Recreation Department.

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Everett B. Sherman

The sudden death on December 10, 1932, of Mr. Everett B. Sherman, Superintendent of Parks and Recreation of the City of New Bedford, Massachusetts, brought to an untimely close a long and useful public service. From early in 1919 to the end of 1932 Mr. Sherman had served as executive of the New Bedford Park and Recreation Department. During this period several valuable properties were added to the park and recreation system; many major improvement projects were launched and successfully carried out; most of the recreation facilities now possessed by the department were planned and constructed and the beauty of the parks greatly enhanced. It was during his regime that the city assumed responsibility for providing playgrounds under leadership.

Mr. Sherman had executive ability of a high order and the faculty of inspiring a fine sense of loyalty and ideals of service in his associates. He enjoyed to an unusual degree the confidence of the members of the Park Department and of the general public.

---

founder of the San Antonio Municipal Theatre, is their director. Daniel Frohman, Hilda Spong and Mabel Foote Hobbs are among those interested in the group. A new and provocative play, "Enemies at Home," was the first offering of the players early in December.

American Physical Education Association to Hold Annual Convention—From April 25th to 29th the American Physical Education Association will hold its thirty-eighth annual convention in Louisville, Kentucky. The convention proper will open officially on Wednesday noon and close Friday night, thus making possible a full week-end for visiting historic places in and around Louisville. The schools, the City Recreation Department and other local groups will hold a number of demonstrations. Further information may be secured from H. T. Taylor, Local Convention Manager, Board of Education.

Recreation Section at A. P. E. A. Meeting—The program of the Eastern District Convention of the American Physical Education Association to be held in Springfield, Massachusetts, April 5th to 8th, has a recreation section meeting on Thursday, April 6th at 9:30 in the First Congre-

gational Church. John C. Kieffer, Division of Physical and Health Education, Philadelphia Board of Public Education, is chairman of the section. Ernst Hermann, Director of Recreation, Newton, Massachusetts, will discuss the subject, "The Individual Activities of Childhood Influence to a High Degree the Complete Enjoyment of Later Life." James A. Moyer, President, National Commission on Enrichment of Adult Life, will talk on "Recreation in Relation to the Enrichment of Adult Life," and Arthur T. Noren of the National Recreation Association will have as his subject, "Selecting Games to Fit the Interest, Abilities and Needs of Children." There will be a recreation demonstration on April 5th.

Play Streets

(Continued from page 560)

with the Bronx and lower west side of Manhattan a close second.

The equipment which was purchased proved excellent for play street use and withstood the wear and tear of over fifty days of hard service. Shuffle board met with great favor on the part of the boys, while paddle tennis proved popular with the girls. During the months of August and September games of indoor basketball on a box ball court were introduced on a number of the streets of the Bronx and Manhattan.

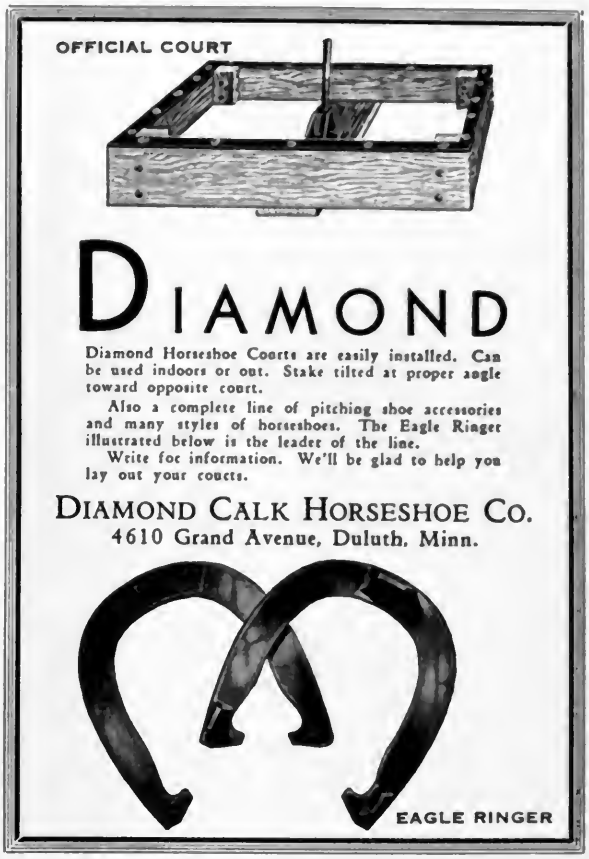
The demonstration proved to be both practical and economical.

They Voted "Yes" for Recreation

(Continued from page 564)

The committees having been formed in July and August, frequent contact was maintained with them by the recreation board. They were supplied with campaign material outlining the existing recreation program and giving the principal talking points for recreation at this time, particularly in Parkersburg.

Strategy in Parkersburg differed from that in Canton with respect to the tax feature. In Parkersburg the question at issue was renewal of the existing levy, the Board of Education having decided to conduct a referendum on it. The campaign was conducted as an attempt to secure a vote of confidence. Little reference was made to the tax feature in view of the general propaganda conducted in the newspapers and business interests for tax reduction.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Rallying the Vote

As far as was known there was no organized opposition to the recreation program. Hence every care was taken not to arouse such opposition. Effort was centered on getting to the polls voters favorable to recreation and swinging over those who were lukewarm or in doubt. No time was wasted in arguing with people who were opposed to the continuance of the levy.

In response to a letter from the chairman of the board the principal organizations of the city gave time to speakers advocating the recreation measure. Most of the speaking was done by two of the board members, the principal of the high school, the principal of the junior high school, a prominent member of the Junior League, a former superintendent of recreation and the existing executive, D. D. Hicks. Reports of all activities were given the public through the papers and endorsements of groups and individuals were solicited and made public. During the final ten days of the effort publicity was intensified, editorials were secured, the approval of influential men and women was quoted in the press, and exhibits of handcraft, nature work and photographs

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were put on view in downtown store windows. One of the clinching efforts during the final drive consisted of letters to members of the community groups which had recently opened community centers inviting their support and urging them to solicit the votes of their friends, relatives and neighbors. "I feel that this was valuable to us since these people were the ones who had derived great benefit in the past years and who were anxious to be maintained," writes Mr. Hicks.

Similarly team captains and managers of leagues and all who had benefited by the picnic and social recreation service and other services of the department were urged to assist in the campaign. The final vote was three to one for the measure, every precinct giving a favorable majority.

The Battle Creek Referendum

The vote in Battle Creek was a referendum called by the City Commission on the continuance of municipal appropriations for the sports and recreation program sponsored by the Civic Recreation Association. This quiet campaign centered chiefly around newspaper publicity, talks before numerous organizations, the personal work of the thousand members of the Civic Association, and the cooperation of the Parent-Teacher Association. The Civic Association, made up principally of members of basketball and baseball teams and their officers, worked very successfully for votes among their neighbors and friends.

The newspapers gave excellent news and editorial support. There was no organized opposition, although tax reduction was very much in the air.

The success of these campaigns at a time like this seems to show that however much citizens are interested in economy in governmental affairs, they stand ready to sustain good recreation programs when given the opportunity to express their convictions.

Observations and Tests
Of Swimming at the
1932 Olympic Games

By THOMAS K. CURETON, JR., B. S., M. P. E., Professor of Applied Physics and Animal Mechanics, also Director of Aquatics and Coach of Swimming at the International YMCA College, Springfield, Massachusetts.

March issue

Journal of
Physical Education

347 MADISON AVENUE
NEW YORK CITY

Price, $3.00 Overseas and Canada, $3.25
Single Copies, 35c.

A Bag O'Tricks Party

(Continued from page 568)

dian's son but the big Indian was not the little Indian's father. What relation were they?

(7) Two men living in cities a hundred miles apart rode toward each other on their bicycles at the rate of ten miles an hour. A fly sitting on the forehead of one of them started off at the same time flying fifteen miles an hour. He flew back and forth between the two men until he died of exhaustion just as the two men passed each other. How many miles did he travel?

(8) A bookworm ate its way from the first page of the first volume of a set of books to the last page of the last volume. The inside of each book measured two inches and each of the covers one-quarters of an inch. The set consisted of twenty volumes. How many inches did he travel?

The Answers:

(1) He fills the five. then empties that into the three-quart measure. He now has two quarts in the five-quart measure. After emptying the three-quart measure, he pours the two remaining quarts into it from the five-quart measure. Then he fills the five-quart measure again and pours off one quart to fill the three-quart

measure. Four quarts now remain in the five-quart measure.

(2) The prisoner was his son.

(3) It took the snail sixteen days.

(4) Twice 4 equals 8 and plus 20 equals 28. If 1/7, the 4 dead ones remain, then 24 flew away.

(5) The boy who was tagged number six turned the tag around so as to convert six into nine and then the numbers were arranged into 931 which is divisible by seven.

(6) The big Indian was the little Indian's mother.

(7) It took the men five hours to travel one-half the distance. The fly was traveling fifteen miles an hour so he covered seventy-five miles.

(8) Most people don't realize that the books are backwards when put in a bookcase in their regular order. The first page of the first volume is next to the last page of the second volume instead of vice versa as would be expected. Therefore, the bookworm eats his way only through one cover of the first and last volumes. The distance he travels is forty-five and one-half inches.

Refreshments

Simple refreshments served in buffet style would be most appropriate for this kind of a party. A center piece for the buffet or the table on which the refreshments are placed may be a bouquet of vegetables, a head of cabbage or a cauliflower surrounded by beets, carrots and onions with parsley taking the place of the fern. The refreshments should consist of dainty sandwiches, coffee and doughnuts and nuts and candy. Hide among the real refreshments some April Fool ones. A few rings of raw cotton may be dipped in batter and fried into doughnuts. April Fool caramels can be made by cutting paraffin in squares and coating with chocolate. Chocolate chips may be made by dipping tiny pieces of wood in melted chocolate. Brown paper shredded will make a realistic meat filling for a sandwich. Don't have too many "fakes" or your guests will be on their guard and those you have prepared will lose their point. If the group it not too large a dozen or so will insure plenty of laughter.

Lo - The Poor Judge

(Continued from page 572)

Players.' Each member of the Milwaukee Players must also be actively connected with a social center drama club, and carry back to his group what he gains at the meetings of the Players."

So much of the value of the tournament can be preserved and so much dissatisfaction can be dispelled by allowing the judges to tell representatives of the different groups wherein they fell short and why the winning play was superior, that it is our hope that some discussion of the sort will become part of every tournament procedure, especially when the participants are young people.

Spiritual Fellowship With the Unknown Soldier

(Continued from page 575)

expense of organization, management and conduct. Boy Scouts, like other groups of citizens, are denied free admission, even if willing to work within the arena. Traffic arrangements and safeguards have been worked out far in advance, and policemen only are entrusted with this exacting job. The overseas delegations of athletes are met at the railroad stations and ushered to Olympic Village in special automobile buses, escorted by motorcycle policemen.

Great as the Olympic Games are, and the center of universal attraction, the community is alive with many other attractions and events. Great national and international conventions are being held as accessories of the Olympic Games. A

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stupendous pageant — "California Welcomes the World"—is held in the Hollywood Bowl. This event is so appealing to the public and so overwhelmingly attended, it must be repeated within a few days to satisfy the thousands of people unable to gain entrance to the first performance. A new state building in Los Angeles is being dedicated. Exposition Park in which the great Olympic Stadium is located, seating 105,000 people, is the scene of a colorful Olympic tree planting ceremony. All of these events are attended by city, state, national and international dignitaries, and a multitude of common people. The most distinguished members of the International Committee of the Olympic Games attend and participate in these events. While Boy Scouts are not permitted to take a direct hand in the conduct and management of any of the Olympic Games events, they are overwhelmed with calls for service in support of the accessory events. Early and late they rush hither and yon, doing their bit as participating citizens in helping their city welcome the world. The public press is too busy announcing hourly and daily events and chronicling the endless story of the Olympic Games, to pay any attention to the hundreds of Boy Scouts on Civic Service duty. The spotlights, camera and newsreels are upon the committees, distinguished individuals and the record-breaking athletes. Boy Scouts are in the background serving patiently, faithfully and arduously in almost countless capacities. Here again the Boy Scout, in his civic service duties well performed, holds spiritual fellowship with the Unknown Soldier. The host city of this world event, the Tenth Olympiad, could not have handled the vast number of public events in such praiseworthy manner without the services of the unknown and unsung Boy Scout.

The Objective of the Boy Scouts

It is the belief of thousands of men in this country that the training a boy receives while a Scout does help him to become a useful citizen. It is in pursuit of this need that the Boy Scouts of America has set before itself a gigantic task, the objective of which is to make it possible for at least one of every four boys in this country to have the benefits of Scout training for a four year period. It is proposed that special training in community welfare shall be given to these boys as a result of which standards of citizenship shall be raised to a higher plane of understanding.

President Hoover recently presented to the Boy Scouts of America a vital statistic in the fact that whereas we deal with one million boys there are ten million who should be Scouts and have the values of Scout training. This challenge was seriously accepted and as a result what is termed as the "Ten Year Program" was adopted. By this the Boy Scouts of America hope, through the cooperative effort and the support of the American people, within a period of ten years to bring about conditions so as to insure in America that one of every four new male citizens shall be a four year Scout trained man.

Those men in Scouting who are giving leadership have pledged their support. One of the first letters received after the announcement of the plan was from a Scoutmaster near New York who wrote: "In these days of difficulty, when we read so much pessimism, by men of professed learning and responsibility, it is gratifying to learn that the Boy Scouts of America is meeting this challenge with resolution and foresight. It is likewise an inspiration to oneself to be able to feel a part of this effort.'

The Costume Cupboard

(Continued from page 577)

are then listed, packed in boxes and delivered with a duplicate list. When the costumes are returned the list is carefully checked to prevent loss.

The returned costumes are put into laundry baskets and washed or cleaned as the case may be. They are then sent back to their respective cupboards and are ready for use again. So all through the year costumes come and go. They are used for many occasions, and the more they are used the happier we are as it justifies the money spent in materials.

On St. Patrick's Day

(Continued from page 582)

the room run to the others and each gives her partner an envelope containing one easy word and a pencil. The partner must open the envelope and write a complimentary couplet as quickly as possible, using the word he finds in the envelope for the rhyme. When the couplet is finished the girl rushes back to her original place against the wall. The first one back wins.

Balloon Relay Race. The leader of each line receives a green balloon. At the signal each person must pass it backwards over his head. When it reaches the end of the line, all turn and pass it back to the head again. If anyone drops the balloon he must pick it up, return to the line and pass it.

Irish Washerwoman. Two lines are formed with two in front of the line at about ten feet away holding up a clothesline. The first in each line has a basket in which are three articles of clothing and clothespins. At the signal the first in each line pins the clothes on the line and the second takes them off, and so on.

Refreshments

The refreshments may carry out the St. Patrick's Day idea in the color scheme and in the food itself. The place cards may be green gum drops with little shamrocks stuck in them. Irish club sandwiches may be served consisting of toast, roast pork and lettuce. Or an Irish salad may be used consisting of potatoes with parsley to add the green. A green gelatin salad is attractive and easy to make. Plain ice cream may be made gayer by the addition of a jaunty shamrock and tastier by the use of mint sauce. Olives, green frosted cakes and assorted green mints will add in the color scheme.

Wanted—Old Buildings!

(Continued from page 584)

and newspapers were given by interested citizens. These gifts provided club room facilities for several hundred men a day. One of the men who was a barber cut hair free for the group, with a local laundry furnishing towels. A stage and platform were built by carpenters in the group, and on Wednesday and Sunday nights open forums were held. On Friday night the weekly entertainment program was presented, for the most part by members of the group.

The Need for Recreation Buildings

(Continued from page 585)

"We shall also build many straight highways for travel and traffic, and winding roads of scenic beauty for pleasure driving. Landscaping, planting, flowers, bridges, pavilions for rest, recreation and refreshment, public playgrounds, and golf courses, will, of course, accompany these in ever increasing numbers.

"Architects, engineers, city planners, landscape architects, builders, park boards and public officials will do well to think a little in advance of the inevitable trend of affairs. They should prepare for great building activity, taking account of our rapidly changing conditions and probable mode of living, so that whatever is done shall not be done in the costly haphazard fashion of former days, but shall be planned with careful study and comprehensive scheming for the greatest economic use and the most adequate future development."

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New Books on Recreation

Listening to Music

By Douglas Moore. W. W. Norton and Company, Inc., New York. $3.00.

Courtesy Westchester County Recreation Commission

MR. MOORE in his *Listening to Music* sets out "in pursuit of the 'hearing ear.'" He brings attention to the very stuff of which music is made — tone and its agencies, rhythm, melody, harmony, tonality, polyphony—and points out all the features, uses and effects of each element. He goes further and deals with design in music and with the various forms that have been used for it at different stages of its history. The book is delightfully readable throughout. Even when it is most thoroughly engaged in expounding the technique of harmony or polyphony it speaks of these things as a keenly intelligent person would speak of them in a good dinner conversation. Every little while it invites one to sing or play or to observe a certain melody in real music. For example, in a chapter on *Musical Tone* it says: "Suppose you sit down quietly and pay attention to the sounds about you," and then proceeds to mention such agreeable things as the songs of birds, the buzzing of insects, the wind in the trees, and also several sorts of sounds that the city dweller would hear. "Listen to these sounds carefully and see if you can pitch your voice to the approximate tone." The chapter on *Rhythm* is excellent and contains many references to excellent music. The chapters on design in music are also especially valuable.

—AUGUSTUS D. ZANZIG.

Facts About Juvenile Delinquency

Publication No. 215. Children's Bureau, U. S. Department of Labor. Superintendent of Documents, Washington, D. C. $.10.

THIS PUBLICATION has been prepared in response to numerous requests for a non-technical outline of what the citizen needs to know about the prevention and treatment of juvenile delinquency. Its purpose is to present in easily available form something of the newer philosophy in regard to the whole problem of delinquency which has grown out of the studies and findings of the Delinquency Committee of the White House Conference on Child Health and Protection. It discusses the nature and extent of juvenile delinquency, preventive programs, including community influences and leisure time activities, and the treatment of delinquency. Recreation workers will find it helpful to have this pamphlet in their libraries.

Morale~The Mental Hygiene of Unemployment

By George K. Pratt, M. D. Published by the National Committee for Mental Hygiene. 450 Seventh Avenue, New York City, $.25.

THIS BOOKLET has been prepared for the primary purpose of helping social workers, unemployment relief investigators and others to understand a little better what goes on in the minds of men and women who lose their jobs. A number of suggestions are offered for the treatment of mental health problems arising out of the depression. The first is that the unemployed man or woman be given a chance to *talk it out*. "For a social worker or relief investigator to cultivate deliberately the habit of being a good listener may prove half the battle in maintaining a client's morale and mental health."

Work for its own sake is also recommended. "Work for health's sake" is a vital need which helps a man maintain a feeling of worth-whileness, self-respect, and accomplishment. Almost any work will do as long as it presents a reasonably definite task. It may be sawing wood, spading a garden or painting a house. The development of recreational facilities and hobbies as a further means for conserving individual and collective mental health is strongly advocated in the report which presents instances of effective work now being done along these lines by scores of communities alive to the importance of leisure time activities as a morale measure.

Touring Storyland

By Lucile and Thurman C. Gardner. Banks Upshaw and Company, Dallas. $1.25.

A SOURCE book for theory and style, as well as for effective stories, this publication may be used as a text for students interested in the art of story telling and as a guide for teachers and workers with children. It is divided into two sections. The first contains stories illustrating the interests of each age; the second part deals with the principles and technique of story telling from babyhood through the adult period.

More Things to Make.

By Charlotte C. Jones, The Pilgrim Press, Boston. $1.00.

This unusually attractive book contains patterns with illustrations for making forty-three articles, including paper baskets, toys, furniture, calendars, posters, transparencies and similar articles. A comprehensive index is a feature of the book.

Education As Guidance.

By John M. Brewer. Macmillan Company, New York. $2.75.

"To examine the possibilities of a curriculum in terms of life activities in elementary and secondary schools and college" has been the objective of the author in preparing this book which deals with guiding students. He emphasizes five specific points: (1) that our guidance curriculum is formulated solely out of what life itself requires; (2) that quality of activity is to be stressed, not quantity; (3) that the definition and criteria of guidance involve student initiative; (4) that both for the individual and the groups self-guidance is the final aim, and (5) that opportunities are advocated and described for self-teaching, judicious loafing and being let alone. Guidance is to be applied only as necessary to avoid the ignorance and other dangers from which education is designed to protect and to afford the progressive development which life itself demands.

A chapter on "Guidance for Leisure and Recreation" stresses the urgent need for the school's interest in the use of leisure—for teaching children the right uses of leisure time and ways of transfering this leisure time wholesomeness to all other duties and activities.

A Handbook of Stunts.

By Martin Rodgers, M. A. The Macmillan Company, New York. $3.00.

The material presented here as a supplement to the present programs of physical education in large city systems, is the result of an experiment conducted by the author at the request of the Board of Education of New York City. The stunts suggested, organized as they are on the rotating squad plan, will help meet the needs of the school suffering the handicap of inadequate play space. Chapter headings include Principles and Organization of Physical Education; Individual Stunts; Combat Stunts; Stunt Games; Stunt Races; Mat, Agility and Tumbling Movements; Apparatus Stunts; Athletics; Miscellaneous Self-Testing Activities, and Pyramids.

Spectatoritis.

By Jay B. Nash. Sears Publishing Company, Inc., New York. $2.50.

The machine age has given leisure to man. Is man ready for it? The answer depends upon his ability to make wise choices. He may choose to be a watcher, a hirer of other people to perform for him; or he may be a doer, creating with his hands, doing imaginative thinking. Professor Nash paints a vivid picture of the dangers which lie in "spectatoritis" and urges activity—physical—mental—creative—without which there can be no growth. Our schools, he points out, must offer vital activities that challenge interests, permit achievement after difficulty and effort, and thus compel growth.

"Kit" 32.

Program Number. Edited by Lynn and Katherine Rohrbough. Church Recreation Service, Delaware, Ohio. $.25.

The latest issue of the Recreation "Kit" called the Program Number, cantains programs for Watch Night, April Fool, Geometry and Smile parties along with a number of other suggested programs for social occasions. New home games and a number of tricks are included.

Children's Library Yearbook.

American Library Association, Chicago. $2.25.

The fourth Yearbook compiled by the Committee on Library Work with Children of the American Library Association is a compilation of articles by a number of libraries in the children's field and of authors of books for children. The Yearbook also contains an annotated bibliography of books and periodical articles about children's literature and reading. The material is divided into two parts: Part I includes general works, the history and the study and teaching of children's literature. Part II deals with poetry and the arts of writing and illustrating for children.

Housing Objectives and Programs.

The President's Conference on Home Building and Home Ownership. New Commerce Building, Washington, D. C. $1.15.

One of the volumes of greatest interest to recreation workers coming out of the President's Conference on Home Building and Home Ownership is this publication on objectives and programs, which outlines standards and objectives, tells of technical development, legislation and administration, presents organization programs, local and national, and lists research projects. A chapter on Education and Service tells of ways in which the findings of the report may be used to stimulate public interest and secure application of the facts and suggestions offered. The provision of playgrounds and play space in housing projects is discussed. Recreation workers may, however, question the adequacy of some of these standards.

Other volumes available from the President's Conference on Home Building and Home Ownership are *House Design, Construction and Equipment,* an exceedingly practical book, and *Slums, Large-Scale Housing and Decentralization,* which contains a discussion of the importance of the provision of play space in connection with large-scale housing. These two volumes are also available at $1.15 each. The complete set of eleven volumes may be secured for $10.50, postage prepaid.

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